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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 40 titles deal with a variety of topics, including the following: the effect of prelistening and other activities on comprehension; minimal competencies in Florida high schools; methods of teaching manuscript handwriting; implications of the philosophy of Thomas Aquinas for teaching English; the effect of using electronic media in the language arts classroom; a comparison of three oral language systems in improving kindergarten children's receptive language; vocabulary development techniques; the Doctor of Arts degree in four departments of English; suggestions for career education; studies on spelling achievement and teaching spelling techniques; and administrator, teacher, and student attitudes on language norms, modes of language instruction, and selection of instructional materials. (AEA)

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English Language Arts Skills and Instruction:

Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International, September 1978 through June 1979 (Vol. 39 Nos. 3 through 12)

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Abstracts of the following dissertations are included in this collection:

Bergovoy, Helen Lourena
THE EFFECT OF LISTENING INSTRUCTION, PRACTICE, AND PERSONAL AND INTERPERSONAL VALUES UPON LECTURE COMPREHENSION

Colman, Charles Kingsbury
A STUDY TO DETERMINE THE EXTENT TO WHICH SELECTED FLORIDA EDUCATORS, COMMUNITY LEADERS, AND LEGISLATORS AGREE ON WHAT SHOULD CONSTITUTE MINIMUM BASIC AND FUNCTIONAL SKILLS REQUIRED FOR SECONDARY SCHOOL GRADUATION

Colvin, Janice Marie
A COMPARISON OF TWO METHODS OF TEACHING BEGINNING MANUSCRIPT

Cone, Sheila Ann
A COMPARATIVE STUDY OF STUDENTS WHO PARTICIPATED IN A CAREER ENGLISH CURRICULUM AND THOSE WHO PARTICIPATED IN AN ACADEMIC ENGLISH CURRICULUM

De Kane, Frances Pizzini-Zepeda
THE STIMULUS EFFECT OF GRAPHIC REPRESENTATION ON THE ORAL COMPOSITION OF KINDERGARTEN CHILDREN AS RELATED TO SEX, RACE AND SOCIOECONOMIC STATUS

Dinneen, Dolores Imelda
THE LEGIBILITY AND RATE OF PRODUCTION OF ITALIC AND NON-ITALIC HANDWRITING IN FIRST AND SECOND GRADE STUDENTS

Donart, Arthur Charles
SOME IMPLICATIONS OF THE PHILOSOPHY OF ST. THOMAS AQUINAS FOR THE TEACHING OF ENGLISH IN SECONDARY SCHOOLS

Dunlap, Jane Boring
A COMPARATIVE STUDY OF COGNITIVE AND AFFECTIVE CHANGES IN BUSINESS ENGLISH STUDENTS IN ASSOCIATE DEGREE PROGRAMS USING PRINTED OR VIDEOTAPED REVIEW MATERIALS

Evler, Mescal Kathleen
AN ANALYSIS OF POLICIES, PROCEDURES, AND ATTITUDES AFFECTING THE SELECTION AND USE OF MATERIALS IN ENGLISH CLASSROOMS

Foster, Richard Michael
PERCEPTIONS OF SELECTED GROUPS TOWARD THE IMPORTANCE OF INCLUDING LANGUAGE ARTS INSTRUCTION AS PART OF THE HIGH SCHOOL CURRICULA AND VOCATIONAL AGRICULTURE PROGRAM OF STUDY

Francis, Patricia Sue Bryant
A COMPARISON OF THE EFFECTIVENESS OF THREE ORAL LANGUAGE SYSTEMS IN IMPROVING THE RECEPTIVE LANGUAGE OF KINDERGARTEN CHILDREN

Garber, Darrell Henry
THE EFFECTS OF MORPHOPHONEMIC-MORPHOGRAPHEMIC PATTERN LEARNING ON VOCABULARY GROWTH AT THE SENIOR HIGH SCHOOL LEVEL

Gentilcore, Kathleen Clementine
THE BEHAVIORAL OBJECTIVE: A CRITICAL ANALYSIS OF THE OPERATIONAL DEFINITION OF LANGUAGE LEARNING

Gentry, John Richard
A STUDY OF THE ORTHOGRAPHIC STRATEGIES OF BEGINNING READERS

Greene, Susan Elizabeth Tamminen
AN INVESTIGATION OF SELECTED SCORES OF TWELFTH GRADE STUDENTS ENROLLED IN TWO TYPES OF PROGRAMS IN ONE SCHOOL DISTRICT

Hecker, Jo Anne Kathryn Emch
THE DOCTOR OF ARTS DEGREE IN FOUR DEPARTMENTS OF ENGLISH: AN INNOVATION IN GRADUATE EDUCATION

Jones, Charlotte Koontz
CURRICULAR ISSUES AND TRENDS IN HIGH SCHOOL ENGLISH INSTRUCTION AS REFLECTED IN ENGLISH JOURNAL--1959-1976

Kilby, Jan Elizabeth
A CAREER EDUCATION PROGRAM FOR ENGLISH AND ENGLISH EDUCATION MAJORS IN COLLEGES AND UNIVERSITIES

Korn, J. David
A SURVEY OF ENGLISH TEACHERS' JUDGMENTS CONCERNING BASIC LANGUAGE SKILLS AS COMPARED TO AN OPINION OF A JURY OF BUSINESS PERSONNEL OFFICERS AND EMPLOYMENT AGENCY COUNSELORS

Lee, James Oakley
THE LANGUAGE ATTITUDES OF SECONDARY SCHOOL ENGLISH DEPARTMENT CHAIRPERSONS AND STAFF MEMBERS IN RELATION TO THOSE OF PRACTICING LINGUISTS

McClean, Vincent C.
SCHOOL RELATED ATTITUDES OF NINTH GRADERS IN A TRACKED LANGUAGE ARTS PROGRAM

McLean, Shirley Lenore Richards
AN EXPLORATORY STUDY OF SPELLING ACHIEVEMENT AT THE SECOND GRADE LEVEL TO DETERMINE SOME FACTORS INFLUENCING SPELLING ABILITY

McMahon, John Edward
CONTRASTS AND SIMILARITIES BETWEEN DIRECTIVE AND STUDENT-CENTERED TEACHING APPROACHES WITH IMPLICATIONS FOR HIGH SCHOOL ENGLISH METHODS IN THE 1980's

McPeake, Joyce Guinta
THE EFFECTS OF ORIGINAL SYSTEMATIC STUDY WORKSHEETS, READING LEVEL AND SEX ON THE SPELLING ACHIEVEMENT OF SIXTH GRADE STUDENTS

Marino, Jacqueline L.
CHILDREN'S USE OF PHONETIC, GRAPHEMIC, AND MORPHOPHONEMIC CUES IN A SPELLING TASK

Moore, Mary Louise Eddy
A DESCRIPTIVE SURVEY OF SECONDARY ENGLISH TEACHERS' ATTITUDES TOWARD LANGUAGE NORMS AND VARIATION

Morrison, Lura Gene
THE RELATIONSHIP BETWEEN THE READING ABILITY LEVELS OF FRESHMAN COLLEGE STUDENTS AND THE READABILITY LEVELS OF REQUIRED ENGLISH TEXTBOOKS

Mosbach, Marie Schaefer
THE EFFECT OF THE FEEDBACK JOURNAL ON THE SELF CONCEPT AND CREATIVITY OF NINTH GRADE STUDENTS

Pallikkathayil, Joseph Nicholas
THE EFFECTS OF MODELING AND STRUCTURED ROLE-PLAYING ON THE LISTENING SKILLS OF COLLEGE STUDENTS

Patterson, Elizabeth Kathryn
EDUCATIONAL COGNITIVE STYLE OF HIGH AND LOW ACHIEVERS IN GENERAL STUDIES ENGLISH

Poirrier, Karen Bernadette
THE STATUS OF ENGLISH TEACHING IN LOUISIANA PUBLIC SECONDARY SCHOOLS

Roberts, Arlie Jane
A STUDY OF THE USE OF ELECTRONIC MEDIA BY SECONDARY LANGUAGE ARTS TEACHERS IN THE DENVER METROPOLITAN AREA

Saylor, Paul
THE EFFECT OF VISUAL IMAGERY ON THE SPELLING PERFORMANCE OF COLLEGE STUDENTS

Slocum, Harriett Alfreda
THE STUDY OF THE DIFFERENCES AND PERCEPTIONS OF LAY CITIZENS, STUDENTS AND EDUCATORS WITH RESPECT TO THE IMPORTANCE OF THE CURRICULAR AREAS OF LANGUAGE ARTS AND FOREIGN LANGUAGES

Sunday, Christy
A STUDY OF ELEMENTARY SCHOOL TEACHER ATTITUDES TOWARD A NEW PROGRAM IN LANGUAGE IN BALTIMORE COUNTY, MARYLAND

Swanson, Walter Lee
EFFECTS OF TWO TYPES OF INDIVIDUALIZED INSTRUCTION ON LANGUAGE ARTS ACHIEVEMENT OF NINTH GRADE STUDENTS WITH VARYING SELF CONCEPTS

Thomas, Robert Payne
THE INFLUENCE OF EXPERIMENTER'S PREDICTION OF SUBJECT'S RETENTION OF FACTUAL MATERIAL AT VARIOUS SPEECH COMPRESSION RATES

Tubb, Peggy Toops
THE EFFECT OF INTERVENTION ON THE PARADIGMATIC SYNTAGMATIC LANGUAGE INVENTORY OF SEVENTH GRADE CHILDREN

Wagner, John Henry
PEER TEACHING IN SPELLING: AN EXPERIMENTAL STUDY IN SELECTED SEVENTH-DAY ADVENTIST HIGH SCHOOLS

Ward, Andd
A COMPARISON OF THE RELATIVE EFFECTIVENESS OF GRAPHIC, PHOTOGRAPHIC, AND NONPICTORIAL TECHNIQUES IN TEACHING VOCABULARY WORDS TO THIRD AND FOURTH GRADERS

THE EFFECT OF LISTENING INSTRUCTION, PRACTICE, AND PERSONAL AND INTERPERSONAL VALUES UPON LECTURE COMPREHENSION

Order No. 7911790

BERGOVOY, Helen Lourena, Ed.D. University of Miami, 1978. 200pp. Supervisor: Professor Theona McQueen

Statement of the Problem

The basic problem of this study was to determine whether or not instruction in the fundamentals of effective listening significantly increases lecture comprehension listening scores. Subproblems included whether or not age, sex, credits earned, and nationality of subjects are related to gain scores, values scores, and lecture comprehension (pretest). Finally, the study investigated the possibility that values scores are related to gain scores.

Procedure

Subjects of this investigation were 123 college students enrolled in six sections of Social Science 101 and 102 (Introduction to Social Science) at Florida Memorial College, Miami, Florida. Three sections served as the experimental group and three sections as the control group.

The program for the experimental group consisted of instruction in the fundamentals of effective listening (with special emphasis upon understanding the structure of aural communication) and practice in applying these understandings to a series of tape-recorded current events.

Gains in listening comprehension were measured by gains from pretest to posttest on the Brown-Carlsen Listening Comprehension Test. A one-way analysis of covariance was used to evaluate the effect of the experimental lecture program on listening comprehension. The main covariate was the pretest scores, but analyses were also performed using age, sex, credits earned, and support as covariates.

Gordon's Survey of Personal Values (SPV) and Survey of Interpersonal Values (SIV) Tests were used to measure values of all subjects. Hotelling's T^2 statistic was used to test simultaneously for equality of means between groups on the six personal and six interpersonal values scores. Simple T tests were also calculated for each of the twelve values scores and groupings. A one-way analysis of variance was conducted to test for equality of group means for the grouping variables age, sex, credits earned, and nationality with lecture comprehension gain and lecture comprehension (pretest) as dependent variables. These tests were conducted separately for each grouping because the same did not warrant a full factorial design. Finally, the correlations (Pearson's r value) or lecture comprehension gain scores with the twelve values scores were calculated.

Findings and Conclusions

A summary of the findings and conclusions is as follows:

1. Hypothesis I that the experimental and control groups have no significantly different mean gain scores in lecture comprehension was rejected. It is concluded that the improvement in gain scores was related to instruction and practice in effective listening.

2. Hypothesis II that there are no significant differences in the means of lecture comprehension gain scores among the categories of age, sex, credits earned, and nationality was accepted. Age, sex, credits earned, and nationality of subjects do not appear to influence the effect of the experimental program.

3. Hypothesis III A, B, and C that there are no significant differences in the means of lecture comprehension (pretest) scores among the categories of age, sex, and credits earned was accepted. Hypothesis III D was rejected on the basis of the analysis that foreign students had significantly higher pretest scores than American subjects.

4. Hypothesis IV that there are no significant differences in the means of values scores among the categories of age, sex, credits earned, and nationality was rejected. Mean values scores tend to be related to age, sex, credits earned, and nationality of subjects, particularly credits earned.

5. Hypothesis V that lecture comprehension gain scores are independent of values scores was rejected. Lecture comprehension gain scores are significantly related to Practical Mindedness (SPV) and Orderliness (SIV). The four remaining personal and six interpersonal values variables were found to be independent of gain scores.

A STUDY TO DETERMINE THE EXTENT TO WHICH SELECTED FLORIDA EDUCATORS, COMMUNITY LEADERS, AND LEGISLATORS AGREE ON WHAT SHOULD CONSTITUTE MINIMUM BASIC AND FUNCTIONAL SKILLS REQUIRED FOR SECONDARY SCHOOL GRADUATION

Order No. 7811090

COLMAN, Charles Kingsbury, Ed.D. Florida Atlantic University, 1978 166pp.

The Problem

The purpose of this study was to determine the extent to which selected Florida Secondary School Principals, Minority Educators and Community Leaders, and Members of the Legislative Education Committees, agree on what should constitute minimum basic and functional skills required for secondary school graduation.

Questions to be answered and explored in this study were: 1. What minimum basic and functional skills should constitute the graduation requirement for all students graduating from public secondary schools? 2. Does or should the curriculum of the public secondary school provide for the transference of basic skills in mathematics and language to their practical application as a functional skill? 3. What readability level should be required of all students graduating from public secondary schools? 4. Are there or should there be remediation programs included in the curriculum of public secondary schools for those students who have been unable to achieve satisfactory progress? 5. How are or should existing or proposed basic skills and functional skills instructional programs be evaluated? 6. Are current Florida Secondary School Graduation Standards as outlined in Section 232.245 of the Florida Statute, titled "Pupil Progression," adequate?

Method

The principals of 100 comprehensive high schools in Florida were asked to respond to a written questionnaire. Structured taped interviews of Minority Educators and Community Leaders, and Members of the Florida Legislative Education Committees were conducted based on the questionnaire. Subjects were introduced as voluntary, anonymous, and confidential.

Responses were categorized and analyzed through the Statistical Package for the Social Sciences to compute Chi-Square. The independent variable was the degree to which subjects agree on what should constitute minimum basic and functional skills required for secondary school graduation.

The hypotheses to be tested were: that with regard to what should constitute minimum basic and functional skills required for graduation, there were no significant differences between the perceptions of secondary school principals; between minority educators and community leaders; and between members of the Florida Legislative Education Committees.

Results

In testing the hypotheses, there were no statistically significant differences at the .05 level of significance in the responses by the respondents to the independent variable. The majority of the 84 subjects gave an affirmative response to the questionnaire or structured interview. Based on the statistical analysis of the responses to the 78 items, the three hypotheses previously stated should be accepted.

Conclusions and Recommendations

The requirement for a public secondary school student to demonstrate proficiency in basic and functional skills in mathematics and communications as a condition for receiving a high school diploma, is being accepted by the respondents to this study. The secondary school principals have had little or no experience with this new requirement, so it would appear that their responses are based on assumption rather than knowledge.

Participants in the structured interviews pointed out the following areas of common concern: 1. Employability of the certificated student and the sociological impact on the student and community 2. The possibility of regional bias in test terminology 3. The failure, historically, of minority students on standardized tests 4. Legal action against educators on behalf of students who may fail the test but meet all other graduation requirements.

The following recommendations are made for future consideration and research: 1. Replication of this study with a similar instrument and group of subjects, but after the program has been in effect for those currently in eighth grade to graduate 2. A study to follow a representative group of eighth grade students through to graduation with special attention to those who are identified at the eighth grade level as needing remediation.

A COMPARISON OF TWO METHODS OF TEACHING BEGINNING MANUSCRIPT Order No. 7912619

COLVIN, Janice Marie, Ed.D. Oklahoma State University, 1978. 106pp. Adviser: Vernon Froxel

Scope of Study: The major goal of this study was to compare two methods of teaching manuscript handwriting to first grade students in a selected school district in Oklahoma. The two methods compared were the segmented-stroke, in which each stroke has a new beginning and ending point and does not consistently move in a left-to-right progression, and the continuous-stroke, in which each letter has one primary beginning point and the strokes move in a consistent left-to-right progression without the writing instrument being lifted from the writing surface. Only the letters which are constructed differently in the two methods were used in comparing errors in letter formations. These letters were divided into three clusters. Cluster 1 consisted of those letters which have different forms in each of the methods. Cluster 2 consisted of those letters in which there was a variation in the progression of the strokes. Cluster 3 consisted of the lower case letters in which a circle merged with a vertical stroke and the three-quarter circle merged with a horizontal stroke. The second objective of this comparison was to determine which method resulted in better legibility and efficiency. A table of random numbers was used in assigning the students to a treatment group, in assigning a treatment to a treatment group, and in assigning teachers to a treatment group. There was no apparent bias of social and economic levels. The t-test and Mann-Whitney U were used in the statistical analysis. All tests were one-tailed.

Findings and Conclusions: When comparing the segmented-stroke method and the continuous-stroke method as to which method had fewer errors in the letter formation it was found that the students using the continuous-stroke method had significantly fewer errors. There were significantly fewer errors in merging strokes, beginning and ending points of strokes, line placement, incorrect size, and in reversal of slanted strokes when students used the continuous-stroke. There were no significant differences in efficiency and legibility between the two methods. Upon close examination it was determined that when students placed individual letters into word formation and sentence formations they used the continuous-stroke even though they had been given instruction in the segmented-stroke method. It was concluded from this study that the continuous-stroke method of manuscript does indeed have its place in teaching beginning manuscript handwriting to first grade students.

A COMPARATIVE STUDY OF STUDENTS WHO PARTICIPATED IN A CAREER ENGLISH CURRICULUM AND THOSE WHO PARTICIPATED IN AN ACADEMIC ENGLISH CURRICULUM Order No. 7906860

CONE, Sheila Ann, Ed.D. University of Missouri – Columbia, 1978. 194pp. Supervisor: Dr. Ben F. Nelms

Purpose. The purpose of this study was to compare two groups of students. One group participated in a Career English program; the other group participated in an academic English program during their ninth and tenth grade years. This ex post facto study presented a description of the observed differences and/or similarities between these groups. The Career English program was based on the idea of restructuring an academic course to follow the philosophy of the career education movement.

Procedures. The study was based on an ex post facto design because the researcher was not able to exert direct control of the independent variables which were inherently not manipulative. The design was a 2 X 2 factorial arrangement in which the two independent variables; sex (male and female) and experience with the Career English curriculum (participation or non-participation) were manipulated in such a way that several combinations of the independent variables could be observed. The dependent variables selected for this study were: 1) the mean score on the cumulative four year attendance totals; 2) the mean score on the cumulative grade point totals; 3) the mean composite score on the Iowa Test of Educational Development; 4) the mean score on the Otis-Lennon Mental Ability Test; 5) the proportion of the sample who chose to enroll in the Area Vocational Technical School; 6) the proportion of the sample who chose to enroll in the "higher level" English curricula; 7) the mean score on the teacher composite personality rating scale; 8) the verbal mean score on the School and College Ability Test for Missouri; and 9) the vocational inventory mean score on the MO-SCAT Aptitude and Career Information Inventory.

The level of significance for testing the hypotheses was .05. Sex and participation in a Career English curricula were examined for each of the dependent variables using a multivariate analysis of variance procedure. The research question being asked was: "What are the sources of variance on the various dependent measures?"

Findings. The multivariate analysis of variance test revealed a significant difference between the dependent variables and sex. In order to determine which of the dependent variables as influenced by sex was contributing to the rejection of the hypothesis, the two-way analysis of variance procedure was run for each of the dependent variables as influenced by sex. The analysis of variance procedure revealed that the influence of sex on cumulative grade point average score, on the proportion enrolled in "higher level" English curricula, on the teacher composite personality rating scale score, and on MO-SCAT Aptitude and Career Information Inventory score was significant.

The multivariate analysis of variance test revealed a significant difference between the dependent variables and participation. The analysis of variance procedure revealed that the influence of participation on eight sources of difference scores as follows: 1) the total attendance; 2) the cumulative grade point average; 3) the composite ITED; 4) the Otis-Lennon Mental Ability Test; 5) the proportion of students who enrolled at the Area Vocational Technical School; 6) the proportion of students who enrolled in "higher level" English curricula; 7) the teacher composite personality rating scale; and 8) MO-SCAT verbal score.

Conclusions. Based on the data analysis, it was concluded that the following results were justified: 1) there were no significant interactions between sex and participation in either English program on any of the dependent measures; 2) students who participated in the Career English program were more frequently absent from school, more likely to have a lower cumulative grade point average at graduation, more likely to have a lower intelligence quotient as measured by the Otis-Lennon Mental Ability Test, more likely to enroll in the Area Vocational Technical School as eleventh and twelfth graders, less likely to enroll in "higher level" English curricula as eleventh and twelfth graders, more likely to receive negative personality ratings from their instructors, and more likely to have lower verbal sub-test scores on the MO-SCAT than students who participated in the academic English program.

THE STIMULUS EFFECT OF GRAPHIC REPRESENTATION ON THE ORAL COMPOSITION OF KINDERGARTEN CHILDREN AS RELATED TO SEX, RACE AND SOCIOECONOMIC STATUS Order No. 7907757

DE KANE, Frances Pizzini-Zepeda, Ed.D. The University of Florida, 1978. 103pp. Chairman: H. T. Fillmer

This study investigated the effect of graphic representation in producing generative language in kindergarten children. The questions posed by the study were:

1. What is the stimulus effect of graphic representative activity in generating oral composition?
2. Is the stimulus effect of graphic representative activity the same for all subjects regardless of sex, race, or socioeconomic status?

The study represents an effort to bridge developmental theory, basic research and educational practice. A strong developmental position exists for the use of graphic representation to elicit language. Verbal expression and graphic expression are concomitant processes of symbolic representation--both represent internal thinking communicated externally.

Current emphasis on the development of reading and writing skills has focused interest on research in oral composition. Research has indicated that oral composition appears to be essential to the development of these basic skills. Developmental theory has consistently suggested that active involvement with concrete materials facilitates young children's learning. Visual imagery studies have supported this aspect of developmental theory with regard to preoperational stage children. Other research has suggested a relationship between graphic representation, psychomotor activity and cognitive learning.

Pictorial stimuli also have been shown to produce verbalization and generate learning in subjects. Flash cards, film strips, photographs, or wordless picture books have frequently been used as pictorial stimuli in language studies. This type of pictorial is prestructured and passive when compared to self-generated pictorials.

Graphic representation is a self-generated pictorial process that involves the use of concrete materials. It is also more easily implemented educationally than other types of pictorial stimuli. However, language studies appear to have seldom used graphic representation as stimuli.

Fifty-five kindergarten children attending P. K. Yonge Laboratory School, University of Florida, were used as subjects in the study. Subjects were randomly assigned to three different groups. Structured-passive and semistructured-active pictorial stimuli were presented to subjects in two control groups. Subjects in the third, experimental, group were requested to generate their own pictorial stimuli. All subjects had previously participated in a field trip that provided the basis for stimuli presentation and data collection.

Analysis of data indicated that subjects in the experimental group generated greater verbalization in response to stimuli than subjects in the control groups when data were measured according to variables of Fluency and Syntactic Maturity. Verbalization on the measure of Fluency was significant at a .001 level. These findings were consistent for subjects in the experimental group regardless of variables of sex, race, or socioeconomic status. Results of the study supported the findings of theory and research regarding the role of concrete activity in facilitating learning for children of the preoperational stage.

Oral language, reading and writing are related forms of communication. Graphic representation is also a part of this system. Graphic expression, concomitantly with verbal expression, reflects internal thinking. Graphic representation concretizes mental images and provides visual feedback from one modal system to the other--increasing interaction between the two systems. Furthermore, graphic representation is intrinsically motivated--consisting of a visual vocabulary that has been internalized through previous exposure to visual stimuli.

The results of this study suggest that externalizing thought processes through pictorial symbolization established a transitional visual referent for verbal expression. For this group of subjects, graphic representation was more facilitative in generating language than other, more structured types of pictorial stimuli regardless of sex, race, or socioeconomic status. These data indicate that graphic representation, which is a developmental part of the general system of communication, should receive greater emphasis in language arts programs, particularly at the preschool level.

THE LEGIBILITY AND RATE OF PRODUCTION OF ITALIC AND NON-ITALIC HANDWRITING IN FIRST AND SECOND GRADE STUDENTS Order No. 7903561

DINNEEN, Dolores Imelda, Ph.D. Washington State University, 1978. 187pp. Chairperson: Carole Schulte Johnson

The purpose of this study was to compare the legibility and rate of production of italic and non-italic handwriting as practiced by first and second grade students.

Two samples of 412 students from seven schools at two grade levels were obtained. These were judged on factors of size, slope, spacing between letters, spacing between words, form, alignment, total legibility, and rate of production. Null hypotheses comparing sexes, between grades and within grades, were tested for each of the eight factors. The comparisons were made for each sample collection. The BREAKDOWN program from the Statistical Package for the Social Sciences (SPSS) was used. Data were analyzed through the computer services of Washington State University.

Results indicated that italic and non-italic handwriting were in general equally legible in all factors of legibility and rate of production. It is important to recall that these findings were for the first and second grade students only. The majority of comparisons (71.88 percent) between girls and boys in this study showed that the legibility and rate of production of both sexes was the same. The differences which did exist favored the girls.

Seventy and eighty-three one-hundredths percent of the first and second grade comparisons showed that the handwriting performances of the first and second grade students in both styles were equally legible. However, in rate of production, the second grade students consistently had significantly higher means.

Conclusions drawn from the findings were that italic and non-italic handwriting as practiced by first and second grade students was relatively equal in legibility and rate of production. The major difference was in rate of production, where second grade students prevailed. Boys and girls were in general equally legible and efficient in their rate of production; differences which did exist favored the girls.

Implications of the research were based on the findings that italic and non-italic handwriting as practiced by first and second grade students, both girls and boys, were equal when judged by the factors of legibility and rate of production. Differences in the handwriting styles of older students and adults should be explored. It was also clear that further investigation of methods of evaluation and training of judges and teachers in the use of evaluation methods was needed.

Results suggest further research into the factor of size in both italic and non-italic handwriting in boys and girls on the first and second grade levels may be pertinent.

Since this study showed relative equality in legibility and rate of production of italic and non-italic handwriting, possible future investigations could investigate the relationship of variables such as socioeconomic status, testing results in basic skill areas and in fine motor abilities, and motivation factors in teachers and students. The need to translate results of empirical studies into practical handwriting curricula would be a natural step.

SOME IMPLICATIONS OF THE PHILOSOPHY OF ST. THOMAS AQUINAS FOR THE TEACHING OF ENGLISH IN SECONDARY SCHOOLS Order No. 7913433

DONART, Arthur Charles, Ph.D. University of Illinois at Urbana-Champaign, 1978. 203pp.

This dissertation provides a brief sketch of the life of St. Thomas Aquinas and then goes on to explain some of his philosophical positions. Specifically included is a summary description of St. Thomas' Ontology, Epistemology, Axiology and Aesthetics. Other philosophical viewpoints are used to provide comparisons and contrast.

From the positions described in the summary of Aquinas' philosophy, some implications are drawn for the teaching of English in secondary schools. A Thomistic view of language is described and implications for the teaching of Standard English is discussed. Also discussed is the question of whether or not written compositions should be graded and whether or not minimum competency levels should be required of all students. The writer concludes that St. Thomas would favor teaching Standard English but would take a dim view of grading compositions and an even dimmer view of requiring all students to meet a minimum competency level to achieve High School graduation.

A Thomistic view of teaching literature is described. Some implications of the role of literature in an English curriculum are discussed. In this section Thomistic philosophy as interpreted by Jacques Maritain is heavily relied upon.

The writer explores the issue of censorship and obscenity. A brief history of obscenity is presented and opposing views on censorship are discussed. Then a Thomistic position on the question is provided. The writer explains the relevant philosophical concepts and concludes that Aquinas would oppose censorship even of obscene material but would advocate protecting the young from such material.

Finally the role of the teacher of English is described from a Thomist's point of view. The author concludes that the philosophy of St. Thomas holds many implications for teaching English and that even the implications of St. Thomas' theology for the teaching of English would be worth exploration.

A COMPARATIVE STUDY OF COGNITIVE AND AFFECTIVE CHANGES IN BUSINESS ENGLISH STUDENTS IN ASSOCIATE DEGREE PROGRAMS USING PRINTED OR VIDEOTAPED REVIEW MATERIALS Order No. 7908863

DUNLAP, Jane Boring, Ed.D. The University of Akron, 1979. 142pp.

This study emerged from the apparent need to improve learning of two-year college students--especially those enrolled in postsecondary courses which lead to Associate degrees. The study investigates the cognitive and affective changes of Business English students who have been exposed to contrasting methods of review. While experimental groups reviewed cognitive material via replayed videotapes of "learning capsules," control groups reviewed the same material on printed handouts. Members of experimental groups were divided into two subgroups: (a) Teleteaching, in which the television camera was focused primarily on the instructor and (b) Telelearning, in which the television camera was focused primarily on the students. These two experimental methods utilized student interest in television, peers and self. Students participating in both the experimental and control groups were together at the time the "learning capsule" was videotaped. These 18-minute instructional sessions dealt exclusively with use and history of the dictionary.

Involved in the study were seven Business English classes taught by four regular instructors in the Community and Technical College of The University of Akron. After a Pilot Study in the Fall Quarter, 1977, this study was conducted in the Winter and Spring Quarters, 1978. Participating were 29 males and 106 females with ACT scores from 5 to 25 ages from 18 to 56. During the Winter Quarter, the "learning capsules" were recorded in color and during the Spring Quarter, in black and white. Videotaped replays, the experimental means of review, were received on 21-inch screens in regular Business English classrooms.

All participating students took pretests, experimental and control treatments, and posttests. Campbell and Stanley's Design 4, known as the Pretest-Posttest Control Group Design, was modified for use; that is, the Spring Quarter provided a replication of the Winter Quarter. In addition to cognitive learning, other factors including age, sex, marital status, ACT scores, instructor, and academic quarter were analyzed.

Sixteen hypotheses were tested by covariance procedures using multiple linear regression. The covariate or predictor was the pretest score. Of the 16 hypotheses, 12 dealt with factors accounting for significant amounts of variance in posttest scores, over and above pretest scores. Age, ACT scores, marital status, and instructor did not account for significant amounts of variance. However, sex accounted for a significantly higher amount of learning for females. Since academic quarters were not significantly different, it appears that color or black and white television was not a significant factor in this study involving dictionary information.

A comparison of means of experimental groups with control groups showed results significantly different at the .05 level. However, the analysis of variance of the experimental and control groups indicated no significant difference. Therefore, videotaped review methods seem to be as effective as review by reading. Responses to an affective posttest indicated that participating students enjoyed and responded affirmatively to the use of television in their Business English classrooms. Tallied scores showed that 76% of the experimental group approved of the videotaping process while 68% of the control groups indicated approval.

Further experimentation with the processes in the study is recommended to educational administrators who serve many nontraditional students of widely varying ages and abilities. With the current interest and development of postsecondary technical education, the potential for encouraging learning in these areas should certainly be explored.

AN ANALYSIS OF POLICIES, PROCEDURES, AND ATTITUDES AFFECTING THE SELECTION AND USE OF MATERIALS IN ENGLISH CLASSROOMS Order No. 7813161

EVLER, Mescal Kathleen, Ph.D. Indiana University, 1977. 205pp.

The question of responsibility of authority for the education of children frequently manifests itself in the form of conflict between parent and educator over educational materials used in the English classroom. For many years it was thought that having a written policy on selecting materials and handling objections would prevent conflicts over materials, but recent research and events have indicated that many of the schools having such policies continue to have conflicts over materials. The purpose of this study was to identify factors within the policies themselves, within the implementation process, and/or within the school/parent relationship which contribute to or reduce the intensity and frequency of conflict between parent and educator over materials used in the English classroom.

This study was conducted during the spring of 1976 in nine Indiana high schools which were representative of the population of the state. A questionnaire was used to develop three types of information: (1) a description of school policies and procedures as they currently existed in the schools, (2) information regarding the extent and nature of any objections which had been made concerning materials used in the English classroom, and (3) the attitudes of both school personnel and parents regarding policies which existed or which they thought should exist. The questionnaire was distributed to the principal, the English Department chairperson, twenty-five percent of the English teachers, and an equal number of parents from each of the nine schools. Each principal was allowed to specify whether or not a school board member should be given a questionnaire, and six principals chose not to include a school board member. Excluding the school board members, 72 questionnaires were distributed and 63 were returned, a response of 87.5 percent. A contact person at each school was also asked to provide a copy of any policies on selecting materials or handling objections which were used by the school, but six such contact persons indicated that their schools did not have a written policy.

Among the major findings of the study was the fact that the majority of the schools did not have any formal policy on selecting materials or handling objections. In addition, the study shows that all of the schools had experienced objections and/or conflicts over materials during the previous two years, even those schools with well-established policies. Another important finding was that many educators, including principals and department chairpersons, were misinformed regarding their school's policies or admitted that they did not know whether or not such policies existed. Although the majority of the parents did not feel comfortable expressing their concerns about materials to the school, it was the perception of the educators that parents did feel comfortable. The study also indicated that most parents had very little information about how and why materials were selected, but that they felt they would be more supportive of the schools if they had such information.

PERCEPTIONS OF SELECTED GROUPS TOWARD THE IMPORTANCE OF INCLUDING LANGUAGE ARTS INSTRUCTION AS PART OF THE HIGH SCHOOL CURRICULA AND VOCATIONAL AGRICULTURE PROGRAM OF STUDY Order No. 7900181

FOSTER, Richard Michael, Ph.D. Iowa State University, 1978. 186pp. Supervisors: A. A. Kahler and H. R. Crawford

The purpose of this study focused on determining the importance of including language arts skills as a part of the high school curricula and as part of the vocational agriculture program of study as perceived by selected teachers, administrators, students, and parents.

The population of interest to this study were vocational agriculture teachers, English teachers, mathematics teachers, principals, guidance counselors, students enrolled in vocational agriculture, and parents of students enrolled in vocational agriculture. Thirty-six persons from each of the teacher and administrator groups, as well as 144 students and 288 parents, were selected as the sample. Thus, 612 people were included in the study.

With the assistance of language arts practitioners at the university and secondary school levels, 37 language arts skills representing the basic skill areas of reading, writing, speaking, and listening were identified and developed into a survey instrument.

A group interview technique was used to gather information regarding the perceived importance of including the identified language arts skills as part of the high school curricula (Part I) and the importance of including those same skills as part of the vocational agriculture program of study (Part II). A 99-point response scale was used to record each respondent's perceived importance values. Of the 612 persons in the sample, 570 responses were useable (93.8%).

The results of this study suggest that all respondent groups believed that reading, writing, speaking, and listening skills were above-average in importance, both as part of the high school curricula and as part of the vocational agriculture program of study. Most language arts skills were viewed as being significantly more important as part of the overall high school instruction than as part of the vocational agriculture program.

Because all respondent groups recognized vocational agriculture programs as having a role in teaching and reinforcing language arts skills, it was apparent that steps should be taken to identify efforts already being made in this area and devise methods to integrate language arts skill development into existing programs of vocational agriculture. Such results also have implications for agricultural educators in the content of pre-service and in-service offerings for prospective and present teachers of vocational agriculture.

A COMPARISON OF THE EFFECTIVENESS OF THREE ORAL LANGUAGE SYSTEMS IN IMPROVING THE RECEPTIVE LANGUAGE OF KINDERGARTEN CHILDREN Order No. 7816716

FRANCIS, Patricia Sue Bryant, Ed.D. North Texas State University, 1978. 108pp.

This study investigates the differences in receptive language of kindergarten children who are taught by different language systems. This study compares the effectiveness of the three most widely adopted oral language systems in the state of Texas. The systems used were (A) Alpha Time, (B) Beginning Readiness Kit; Beginning to Read, Write, and Listen Kits I and II, and (C) McMillan Series R, Bank Street, Threshold K. S.

Twenty-seven kindergarten classrooms in a metropolitan independent school district in the North Texas area were selected through a stratified sampling technique. Consequently, nine classrooms were included in each of the three experimental groups. The experimental variable was the oral language system.

An adaptation of the factorial pretest-posttest control group design was utilized in the study. The groups were pretested the third week of September, 1976, and posttested the second week of May, 1977. The instrument used for measuring receptive language was the Language Test of Basic Experiences, Levels K and L. A total of 551 children completed both pretest and posttest instruments. Teachers also responded to a self-report questionnaire.

Analysis of variance techniques were used to analyze statistically pretest and posttest scores derived from the sample. The .05 level of significance was used throughout the statistical analyses for rejection or retention of the null hypotheses. Preliminary analysis of data determined no systematic bias for teacher variability or for within group variability. Hypotheses 1, 2, 3, and 5 were tested using a 2 x 3 analysis of covariance. The pretest was used as the covariant in this anal-

ysis. No statistically significant differences in the classroom mean scores were determined between teaching methods, teaching methods with only girls as subjects, teaching methods with only boys as subjects, and boys and girls. Hypothesis 4, concerning the pretest differences between boys and girls, was tested using a t-test for independent samples. No statistically significant differences were found.

Additional analyses of covariance were used to determine the effectiveness of method in respect to race and socioeconomic levels. No statistically significant differences between either race or socioeconomic level were determined.

From the findings several conclusions can be drawn. The receptive language of kindergarten children can be expected to improve when taught by any of the three selected oral language systems. Boys do not need different oral language experiences from girls; therefore the sex of the children need not be a major consideration when an oral language system is selected. Other factors which need not be major considerations in the selection of an oral language system are the race and socioeconomic level of the children.

THE EFFECTS OF MORPHOPHONEMIC-MORPHOGRAPHEMIC PATTERN LEARNING ON VOCABULARY GROWTH AT THE SENIOR HIGH SCHOOL LEVEL Order No. 7903420

GARBER, Darrell Henry, Ed.D. The University of Tennessee, 1978. 181pp. Major Professor: J. Estill Alexander

The purpose of this study was to determine whether the use of morphophonemic patterns in the teaching of vocabulary made any difference in the subjects' knowledge of word meanings or morphophonemic operations such as: vowel alternation, vowel quality and vowel changes according to graphemic environment.

The study population included eleventh- and twelfth-graders from two high schools in the Knox County Schools, Knoxville, Tennessee. There were one hundred and seven subjects who participated in the experiment. Two of the experimental classes were courses in grammar, and the third was a course in paragraph writing. The two control classes were both courses in literature. All subjects were Caucasian.

The experimental classes studied the materials which were written by the researcher. Each lesson took approximately fifteen minutes each class session. The experimental materials presented a list of vocabulary words. The words in each lesson were part of the same morphophonemic pattern. Then the students answered questions about the pattern. The answers to those questions led to a pattern rule. Finally, the students used the vocabulary words in brief exercises.

The data gathered included raw scores from the vocabulary section of the Comprehensive Tests of Basic Skills, Forms Q and R. Form Q was used as a pretest, and Form R served as the posttest. The data also included pre- and posttest scores from a criterion-referenced test written by the researcher. That test was designed to measure knowledge of morphophonemic patterns. The data was treated with one-way analysis of covariance to test for significant differences.

The data indicated that presenting words to be learned within morphophonemic patterns did not increase vocabulary as measured by the Comprehensive Tests of Basic Skills. However, presentation of the vocabulary items within morphophonemic patterns did increase the knowledge the students possessed about the pronunciation of vowels, vowel alternations, and influence of graphemic environment. The subjects' sex, grade, or school membership did not have any bearing on performance in learning the morphophonemic information measured by the criterion-referenced test. Furthermore, those variables did not influence scores on the Comprehensive Tests of Basic Skills.

THE BEHAVIORAL OBJECTIVE: A CRITICAL ANALYSIS OF THE OPERATIONAL DEFINITION OF LANGUAGE LEARNING Order No. 7816791

GENTILCORE, Kathleen Clementine, Ph.D. University of Pittsburgh, 1978. 254pp.

This dissertation is an analysis and evaluation of the implicit assumptions as to the nature of concept definition and the complementary theory of concept acquisition characteristic of the behavioral objective teaching methodology, a method which is ostensibly used to operationalize educational goals to achieve the basic goal of complete teacher accountability. It is shown that proponents of the behavioral objective methodology consider it to be an atheoretical, "objective" approach to curricular construction and evaluation because it involves the operational definition of theoretical concepts in terms of supposedly "neutral" statements describing "observable" behavior.

Since this type of definition results in a behaviorist approach to the description of psychological states, the assumptions implicit in this type of concept definition are investigated within their original behaviorist framework in terms of the operational method of concept definition as employed by Watson, Skinner, Tolman, and Hull. Thus, the use of the operational definition is traced back to its original behaviorist application. The development of behaviorism is described in terms of the progression of the systematic attempt to operationally define psychological states. In this attempt to achieve objectivity, behaviorists turned to the physical sciences for methodological procedures and were consequently influenced by operationalist and logical positivist philosophies of science. The initial formulation of the operational definition, which postulates the synonymity of a theoretical term with a set of results from specific operations will be considered, as well as the revision of this definition by logical positivists who were also generally concerned with the delimitation of an objective means of concept verification. This revision of the operational definition resulted in its restatement in the form of the reduction sentence.

However, it is shown by the author that even with these revisions, the operational definition can provide neither the necessary or the sufficient conditions or criteria for the definition of theoretical concepts in terms of observable response. Furthermore, although the operational definition is utilized with the stated intention of achieving the definition of theoretical concepts in behavioral terms, its use involves the postulation of existent, "unobservable," causal states as referents of theoretical terms in the attempt to achieve an adequate explanation of behavior.

This inconsistency, which is inherent in the behaviorist description of theoretical concepts, is reflected in the behaviorist learning theory. In order to pinpoint these inconsistencies, this theory of concept acquisition, as described by an avid proponent of the behavioral objective, Robert Gagné in The Conditions of Learning (which Gagné describes as being based primarily on the learning paradigms established by Skinner, Tolman, Hull, and other behaviorists), is given an in-depth analysis. Specifically, it is shown that the behaviorist approach is not only inconsistent, but it is also noncomprehensive as demonstrated by the example of the child's learning of the concept of the color "red." Because this process involves the development of a transformational grammar, it cannot be adequately explained in terms of a reductive behavioral hierarchy.

It is argued that the transformation of the method of concept definition which is utilized in the metatheory into a theory of concept acquisition results in an inconsistent, noncomprehensive, dogmatic approach to the explanation of learning. It is concluded that the use of the behavioral objective methodology is based on assumptions as to the nature of language. And because of this it requires the description and observation of behavior as a necessary and sufficient condition in the evaluation of teacher-effectiveness. Because it is accepted in these terms--as an "objective" and "scientific" method of curricular construction and evaluation--its exclusive use in affecting teacher accountability must be rejected in terms of these same criteria.

A STUDY OF THE ORTHOGRAPHIC STRATEGIES OF BEGINNING READERS Order No. 7901152

GENTRY, John Richard, Ph.D. University of Virginia, 1977. 111pp.

The purpose of this study was to investigate the spelling strategies of kindergarten, first, and second grade children, to determine if beginning readers employed different spelling strategies, and to see if spelling strategies appeared to be developmental.

Twenty-one specific phonetic features that have been found to generate nonstandard spellings in beginning readers were investigated. A classification system was developed whereby children's early spelling attempts could be classified according to one of five strategies: correct, transitional, phonetic, prephonetic, and deviant. A spelling list was administered and scored according to the number of responses tabulated for each spelling classification. Children were grouped into nine subgroups according to grade and reading achievement. Twenty spelling tests were randomly selected from each of the nine groups for comparison.

The data were analyzed to ascertain (1) if variability in spelling strategies existed among groups of beginning readers and (2) if a developmental progression could be detected from the various group performance curves.

The findings indicate that, prior to grade three, variability in the spelling strategies of beginning readers is very common. Furthermore, a developmental progression of spelling strategies is evidenced progressing from relatively simple surface feature-oriented phonetic strategies, to more complex and abstract strategies that incorporate underlying linguistic elements.

A number of implications from educators have been drawn from these findings: (1) Learning the intricacies of English spelling has its foundation in the natural acquisition of language; (2) Young children should be allowed to explore written language and to invent spelling patterns. This exploration and invention can be encouraged through independent writing experiences that are tolerant of nonstandard spelling patterns and allow for freedom of expression in the early grades. In addition, young children need to receive appropriate feedback as they make hypotheses about English orthography; (3) In the early stages, why a word is spelled as it is may be of greater importance than its correctness. Teachers must understand why children spell as they do in order to respond in ways that will help children grow. An understanding of spelling acquisition can be enhanced by further investigating children's early spelling strategies and by studying their similarities, differences, and progression.

AN INVESTIGATION OF SELECTED SCORES OF TWELFTH GRADE STUDENTS ENROLLED IN TWO TYPES OF PROGRAMS IN ONE SCHOOL DISTRICT Order No. 7813398

GREENE, Susan Elizabeth Tamminen, Ph.D. University of Minnesota, 1978. 158pp.

This investigation involves a comparison of achievement scores in reading and related verbal areas of twelfth grade students involved in two high school programs in one school district. The experimental program is an open program, the control program is a traditional high school program.

The students involved in the study are all graduates of one junior high school and have been continuously enrolled in the two programs being studied since ninth grade. Of the two hundred nineteen graduates, one hundred thirty-five attended senior high school in the experimental program and eighty-four attended senior high school in the control program. A total of forty students was randomly selected by computer, twenty from each program. The deciding factor which split the group in two was a street chosen arbitrarily as the dividing line within the school district.

Data were gathered by means of three instruments: the Iowa Test of Educational Development, the Wide Range Achievement Test, and the Psychoeducational Battery. Group testing procedures were carried out by professional guidance staff of the school district; individual testing was done by a professional consultant previously known and utilized by the school district.

Analysis of covariance was utilized in the statistical analysis of all data. To control adequately for confounding variables existing in the sampling groups, information about prior achievement, as indicated by grade earned in English class previous to the treatment, intelligence scores in the form of Lorge Thorndike data gathered from cumulative records, and verbal aptitude as measured by the Differential Aptitude Test were included in the analyses of covariance.

Results of the experiment indicated little difference in achievement of experimental and control groups on the group test, but some differences (.01 alpha level) on the individualized measures. The effects of the three covariants are presented and relationship to performance on the independent variables explained.

THE DOCTOR OF ARTS DEGREE IN FOUR DEPARTMENTS OF ENGLISH: AN INNOVATION IN GRADUATE EDUCATION Order No. 7813665

HECKER, Jo Anne Kathryn Emch, Ph.D. The University of Michigan, 1978. 304pp. Chairperson: Zelda F. Gamson

In 1967 American graduate education witnessed the appearance of a new doctoral form, the Doctor of Arts degree. While the Doctor of Philosophy (PhD) degree emphasizes research ability and depth within fields, the Doctor of Arts (DA) program stresses improved teaching performance and breadth within or between fields at the doctoral level. In fact, the DA degree emerged in direct response to criticism that PhD-trained faculty lacked teaching skills. Articles by interested participants, in and out of academia, have continued a discussion of the DA's merits and demerits.

By 1977 twenty-five graduate institutions offered the DA degree in twenty-seven fields of study; thirty-seven additional universities considered adoption. Both consumers and producers of graduate education questioned whether the Doctor of Arts degree had accomplished its objectives after a decade of use. And educational planners sought reliable documentation of the new doctorate's performance.

This investigation defined the DA degree as an innovation adopted by an organization--a university department. Theory from studies on innovation and organizational change aided the design. Four diverse university English departments which adopted the DA degree over a six-year span composed the study's sample. Data were collected from multiple sources: departmental records, a faculty questionnaire, and interviews with institutional and departmental administrators.

Three main hypotheses stated that the success of an innovation (the dependent variable) is 1) directly related to the motivation to innovate, 2) inversely related to the strength of obstacles to innovation, and 3) directly related to the availability of resources for overcoming such obstacles. Motivation, obstacles, and resources are the independent variables. The relative success of each department is determined from three criteria: faculty regard for their DA, the degree completion record, and the placement of DA graduates. The presentation includes a case study of each department, an examination of hypotheses, and a discussion of six issues common to the four programs.

Faculty from the most innovative department demonstrated a very high regard for the DA degree and steadfastly guarded their ownership and control of the program. In another successful program, only 21% of departmental faculty were involved with the DA. Yet a larger number of randomly-selected respondents from this research department expressed high motivations toward the degree. In a department where the program showed less success, faculty felt the DA had been

forced upon them by upper administrators. Nevertheless, after six years, this department increased its regard for the DA to a greater extent than did any other unit. At another less successful program, the DA was adopted to increase a dwindling graduate student population. Faculty here accepted the new degree only to the extent that it continued to resemble the PhD--in purpose and form.

Major results revealed that: 1) external development grants promoted greater success among the DA programs, 2) faculty with higher publication rates more actively promoted the DA programs, 3) the more successful programs were those which had few or no education-school requirements, 4) departments with more than one doctoral degree experienced less external interference from institutional superiors for program production and content, 5) departments with both a PhD and a DA felt teacher training and curricular efforts from the DA segment benefitted the total teaching assistantship program, and 6) faculty regard for a DA program rose higher in departments where the DA was the only doctorate offered.

Since the study intensively researched selected elements of only four English Doctor of Arts programs, results are decisive for the four, but necessarily tentative for departments elsewhere. The findings provide important cues for educators who need to evaluate their own doctoral programs and information for those who are considering adopting Doctor of Arts programs.

CURRICULAR ISSUES AND TRENDS IN HIGH SCHOOL ENGLISH INSTRUCTION AS REFLECTED IN ENGLISH JOURNAL—1959–1976 Order No. 7821312

JONES, Charlotte Koontz, Ph.D. Duke University, 1978. 366pp. Supervisor: R. Baird Shuman

This study examines major contemporary issues in secondary English teaching and indicates emerging curricular trends, as reflected in English Journal, the official organ of the Secondary Section of the National Council of Teachers of English (NCTE), during the years 1959–1976.

Beginning with the Basic Issues Conferences of 1958, and extending through the National Interest reports, "Project English," the CEEB and NDEA Institutes, the National Study of High School Programs, and the Anglo-American Seminar, Chapter I reviews the shift in emphasis from subject-oriented to student-centered curricula.

Chapter II focuses on evolving definitions of "English." From an early view of English as integrated language arts combining listening, speaking, reading, and writing, to the "tripod" metaphor that stresses language, literature, and composition, the current definition evolves to include not only language, literature, and composition, but also oral communication, mass media, drama, reading, and public double-speak.

Chapter III chronicles the five curricular issues that emerge in literature study: (1) How can teachers improve racial and cultural appreciation through literature? (2) How can teachers bridge the gap between children's literature and adults' literature? (3) How can teachers cope with the problems of literary censorship? (4) How can teachers guide students to examine a multiplicity of moral values through literature? and (5) How can teachers present an honest view of women and minorities in literature?

Chapter IV analyzes the fundamental questions regarding grammar: Why should grammar be taught? Which grammar(s) should be taught? and What is the difference between grammar and usage? In addition, this chapter examines the controversial curricular issues in teaching dialects, usage, and semantics.

Chapter V presents three issues in composition: (1) Why should composition be taught? (2) How should teachers teach their students to write? and (3) How should teachers evaluate students' compositions?

Chapter VI investigates integrating the basic communicative skills through public speaking, conversation, readers' theater, listening, and creative dramatics.

Chapter VII explores drama as a literary genre, as play-making and stagecraft, and as creative dramatics, with practical suggestions to teachers for integrating these aspects of drama into the English curriculum.

Chapter VIII argues that the mass media are particularly useful to English teachers who wish to engage students in a study of contemporary life.

Chapter IX asserts that reading is a complex thought process and that English teachers must creatively unite students and print.

Chapter X urges English teachers to combat dishonest and inhumane uses of language by encouraging students to be aware of public doublespeak.

Chapter XI, while acknowledging the current back-to-basics movement, asserts that English education is advancing into a student-centered, communicative arts curriculum.

This study provides impetus for other secondary school English teachers to examine and redefine their own approaches to English teaching.

A CAREER EDUCATION PROGRAM FOR ENGLISH AND ENGLISH EDUCATION MAJORS IN COLLEGES AND UNIVERSITIES Order No. 7910985

KILBY, Jan Elizabeth, Ph.D. The University of Texas at Austin, 1978. 247pp. Supervisor: Geneva H. Pilgrim

The purpose of this study is to present a comprehensive career education program in which English educators in departments of English and English education in American colleges and universities can provide career information and career guidance to English and English education majors and to emphasize the value of majoring in English or English education to current and potential English and English education majors. This program, based on the concept of career education first developed by Sidney P. Marland, Jr. and Kenneth B. Hoyt in their work at the United States Office of Education in the early 1970's, is a response to two problems of concern to English educators: (1) demands by students majoring in English and English education for career information and career guidance; and (2) the devaluation of majors in English and English education by students who are choosing alternative majors. These two problems are evident through the development of three interrelated trends affecting English educators: (1) unemployment and underemployment of English and English education majors; (2) the decline in the number of English and English education majors; and (3) demands by English and English education majors for vocationally relevant courses and experiences. The concept of career education can be implemented into the existing structure of departments of English (and, when possible, with collaboration of departments of English education) through modifications and innovations in four components: administrative policies and procedures (regarding program development, community relations development, and faculty development); student personnel services; curriculum; and instruction. This study is organized in the following manner: Chapter One is an introduction to the study; Chapter Two is a summary of the history and development of career education; Chapter Three is a description of the program; and Chapter Four contains a summary, conclusions, and recommendations.

A SURVEY OF ENGLISH TEACHERS' JUDGMENTS CONCERNING BASIC LANGUAGE SKILLS AS COMPARED TO AN OPINION OF A JURY OF BUSINESS PERSONNEL OFFICERS AND EMPLOYMENT AGENCY COUNSELORS
Order No. 7823806

KORN, J. David, Ed.D. University of Denver, 1978. 140pp.

Purpose of the Study

This study proposed to survey Colorado high school language arts teachers and a group of business personnel officers and employment agency counselors to compare their respective opinions about several questions concerning competency based education and the mandating of the mastery of basic language skills by high school students: (1) which are the basic skills, academic skills or life skills? (2) should mastery of either kind of skills be a requirement for receiving a high school diploma? (3) should the mastery of academic and/or life skills by high school students be mandated by school districts or by the state legislature? (4) what educational agency should be responsible for the evaluating of the mastery of basic skills by high school students? and (5) are basic academic and/or life skills now taught in Colorado high schools? The opinions of Colorado high school language arts teachers concerning the above questions were to have been compared to the opinions on similar questions given by a jury of business personnel officers and employment agency counselors in several of Colorado's large businesses and employment agencies.

Procedure

Two forms of a basic questionnaire made up of fifteen agree/disagree and multiple ending items were given respectively to 100 personnel officers and employment counselors in the Denver metropolitan area's largest businesses and employment agencies and to 203 (15%) high school language arts teachers whose names were taken randomly from a list of all Colorado high school language arts teachers provided by the Colorado Department of Education. The completed and returned questionnaire forms from the two groups were tabulated respectively and compared, group to group, by means of a chi square formula for significant differences among responses from the two groups; responses from the two subgroups, personnel officers and employment counselors, were also analyzed by chi square for significant differences in the responses by the two subgroups.

Summary of Results

Whereas Colorado's high school language arts teachers reported that both academic and life language skills were being taught to students in most of the state's high schools, personnel officers and employment agency counselors believed that most recent high school graduates had not mastered most of those skills. Both the teachers and the officers/counselors believed that basic language skills included both academic and life skills. The teachers and the officers/counselors believed alike that teachers should teach both academic and life language skills. Teachers and officers/counselors believed that students should not receive high school diplomas without having mastered both academic and life language skills. Neither the teachers nor the officers/counselors believed that either type of language skill mastery, academic or life, was more important than the other for high school students. Teachers believed that the responsibility for evaluating academic language skills mastery by high school students belonged to the classroom teachers whereas the officers/counselors believed that such responsibility lay with the school district or state. Both groups believed that the responsibility for evaluating life skills mastery in high school students belonged to the classroom teachers. Teachers believed that mastery of academic and life skills by high school students should be mandated by school credit requirements or school district policies whereas the officers/counselors believed that such mastery should be mandated by state law. Teachers believed that, if mastery of academic and/or life skills by high school students is mandated by the state, testing for such mastery should be done by means of school or school district developed tests. Officers/counselors believed that, if mastery of academic and/or life skills by high school students is mandated by the state, testing of such mastery should be done by means of statewide or nationwide tests.

THE LANGUAGE ATTITUDES OF SECONDARY SCHOOL ENGLISH DEPARTMENT CHAIRPERSONS AND STAFF MEMBERS IN RELATION TO THOSE OF PRACTICING LINGUISTS
Order No. 7911906

LEE, James Oakley, Ed.D. University of Pennsylvania, 1978. 295pp.

It was the purpose of this study to determine the extent to which the language attitudes of secondary school English department chairpersons and staff members were linguistically informed by comparing the responses to the attitudinal items in a survey questionnaire of a sample population of these two groups with those of a sample population of practicing linguists. In addition, the study sought to determine whether or not there were any personal characteristics in the chairpersons' and staff members' backgrounds that might account for their language attitudes, as well as for any significant differences that might exist between the attitudes expressed by these two groups.

In order to carry out these purposes, a 50-item survey questionnaire was developed that asked the respondents to express either agreement, disagreement, or uncertainty in reacting to statements about language that were based on the following nine language tenets that characterize linguistically informed attitudes: (1) language is symbolic and arbitrary, (2) language is both highly personal and highly social, (3) language is crucial to man's humanity, (4) language is dynamic: change and variance are natural and necessary, (5) language is learned, non-instinctive behavior, (6) language is oral: speech is primary, writing secondary, (7) language is used for a variety of purposes, (8) language is systematic, and (9) language is conventional.

The Personal Data Sheet that accompanied the questionnaire dealt with the following characteristics: (1) length of teaching experience, (2) level of education completed, (3) undergraduate and graduate major field of study, (4) recency of course work, (5) specific types of undergraduate and graduate courses taken in the field of language, (6) attendance at NCTE conventions and affiliate meetings, and (7) participation in and use of the materials developed by the NDEA and Project English institutes and curriculum centers.

The secondary school English department chairpersons participating in the study were members of the Conference of Secondary School English Department Chairpersons, a conference within the National Council of Teachers of English. Participating staff members were members of the chairpersons' departmental staffs, while the linguists who took part in the study were members of the Linguistic Society of America.

A factor analysis of the responses to the questionnaire produced seven attitude scales focusing on variations on the theme of prescriptive vs. descriptive attitudes towards language. A one-way analysis of variance across the three groups of respondents followed by a Scheffé test to determine the location of the differences indicated that the chairpersons and the staff members differed significantly from the linguists on all seven factors and from each other on three of the factors. As a group, the linguists gave a strong endorsement to the basic linguistic tenets, while the chairpersons and staff members gave only very mild endorsement to the tenets. For every factor except one the chairpersons expressed attitudes towards language that were more linguistically informed than those of the staff members, and for three of the factors these differences were statistically significant.

Of the ten personal background characteristics, only four proved to be significantly related to the attitudes of the chairpersons: years of experience, graduate major, level of educational preparation, and scope of professional activities. Three of the staff members' personal background characteristics proved to be significant: undergraduate major, graduate major, and scope of professional activities. Significant differences in the background characteristics of each of the two groups that might help to explain the significant differences in attitude towards language were found in the fact that the chairpersons had more years of teaching experience, a higher level of educational preparation, more graduate work and more of it in English, a greater number of memberships in NCTE, a wider scope of professional activities, more participation in NDEA institutes, and more experience in using Project English materials.

SCHOOL RELATED ATTITUDES OF NINTH GRADERS IN A TRACKED LANGUAGE ARTS PROGRAM

Order No. 7823111

McCLEAN, Vincent C., Ed.D. Northern Illinois University, 1978. 131pp.

This study investigated the relationship between school related attitudes and ability group placement analyzed within sex for ninth grade students in two high schools. For the purpose of this study attitudes will be defined as the results on the Cottle School Interest Inventory. The low scores reflect most positive school related attitudes and high scores reflect less positive school related attitudes. The following major research questions were considered in the study:

1. Will students in three different ability groups hold significantly different attitudes toward school?
   - A. Will males in each ability group differ from males in the other two ability groups in the tested attitudes?
   - B. Will females in each ability group differ from females in the other two ability groups in the tested attitudes?
2. Is there a relationship between intelligence (IQ) and attitudes?
   - A. Is there a relationship between intelligence (IQ) and attitudes for the males?
   - B. Is there a relationship between intelligence (IQ) and attitudes for the females?
3. Is there a difference between males and females in the relationship of attitude and ability group placement?

Two high schools in a single high school district in two communities on the Southwest side of Chicago were involved in the study. All of the freshmen (ninth graders) in each school were administered the Cottle School Interest Inventory. There were 497 ninth grade students in the East High School, of whom 262 were males and 235 were females. There were 512 ninth grade students in the West High School, of whom 238 were males and 274 were females.

The research questions relating to differences between ability group placement and the results of the Cottle School Interest Inventory were statistically analyzed by means of analysis of variance. The research questions dealing with relationships between intelligence (IQ) and school related attitudes were tested through use of the Pearson Product-Moment correlation technique. The research question relating to differences between males and females was tested by the use of the Pearson Product-Moment.

The following conclusions were drawn:

1. The students in three different ability groups did hold significantly different attitudes toward school.
   - A. Males in the high ability group did have more positive school related attitudes.
   - B. Females in the high ability group did have more positive school related attitudes.
2. Male and female students of high intelligence bore more positive school related attitudes than did middle ability and low ability.
3. There were no differences between the sexes in the relationship between ability and school related attitudes.

The findings of the study seem to indicate that there is a relationship between ability group placement and school related attitudes. The whole complex area of attitudes should continue to be examined for their affects on student behavior.

AN EXPLORATORY STUDY OF SPELLING ACHIEVEMENT AT THE SECOND GRADE LEVEL TO DETERMINE SOME FACTORS INFLUENCING SPELLING ABILITY

Order No. 7911962

McLEAN, Shirley Lenore Richards, Ed.D. Clark University, 1979. 169pp. Supervisor: David S. Zein

A number of assumptions regarding the relationship of spelling achievement to chronological age, sex, IQ, reading ability, change in penmanship and cognitive style were experimentally evaluated.

The focus of the study was to identify a variable or set of variables whose influence on spelling achievement was significant and consistent such that it could reliably serve as a diagnostic tool to predict spelling ability.

Previous research had not demonstrated that such a diagnostic factor had been isolated, and none of the studies reviewed had investigated the effects of differences in cognitive style on spelling achievement. This study postulated that the field dependent/field independent dimensions of cognitive style would singly, or interacting with IQ and/or reading ability, significantly influence the use of mental abilities in the spelling task.

The scores of 150 second grade pupils in a public elementary school who were tested for IQ, spelling, reading ability, and cognitive style were analyzed. The scores of the field dependent and field independent on different tests of spelling achievement were analyzed for significance of differences. The spelling scores were correlated with chronological age, sex, and reading ability; the differences between the group that changed from manuscript to cursive writing and the group that did not change were tested for significance; and spelling achievement in the second grade was correlated with spelling ability in the third grade. Observations of twenty good spellers and twenty poor spellers were conducted during spelling tests for possible additional information on how differences in behavior affected differences in level of spelling achievement.

The correlations of the scores of the spelling achievement tests with chronological age and sex showed no significance. The correlations of the number of errors as a measure of spelling achievement with IQ and reading ability were significant and somewhat higher than the average research results reported, but in the direction predicted -- negative. As predicted, the differences between the error scores of the field dependent and field independent were significant.

Analysis of the data indicate the significance of cognitive style is a main effect variable. The data on the interaction of field dependent/field independent with reading ability and IQ suggest that the interactive conditions under which the influence of field dependent/field independent is evident are the conditions of low IQ.

Possible modifications of the study were proposed: If under the modified conditions, field dependent/field independent still proves to be a significant variable, then the children's Embedded Figure Test may become a valuable diagnostic measure of spelling ability.

CONTRASTS AND SIMILARITIES BETWEEN DIRECTIVE AND STUDENT-CENTERED TEACHING APPROACHES WITH IMPLICATIONS FOR HIGH SCHOOL ENGLISH METHODS IN THE 1980'S Order No. 7908336

McMAHON, John Edward, Ph.D. United States International University, 1977. 283pp. Chairman: Dr. Robert Gilchrist

THE PROBLEM. The problem of the study was to identify and analyze the writings of selected scholars and practitioners representing the directive and student-centered teaching points of view to determine the extent to which such writings reflect similar and different points of view.

The main objectives to be achieved to accomplish the purpose of the study are the answers to the questions of the study which follow in abridged form:

What are the descriptive indicators that student-centered or directive teaching techniques are advantageous or disadvantageous for the student in reference to subject-matter gain, active involvement in learning, enhancement of curiosity and creativity, emotional and social as well as intellectual development, openness in the revelation of values, democracy in the classroom, and enhancing the learning climate?

The importance of the study derives from the necessity of learning how to teach English to young people by the most effective and innovative methods possible for them to cope with the changing world.

METHODOLOGY. All data were secured from investigating historic literature, by examining what outstanding past and contemporary scholars, practitioners, and action research predicted regarding the English methods' trends for the 1980's curriculum. This was done by exposition of the literature/and synthesis of descriptive indicators from the literature in order to determine guidelines for the 1980's methods and programs in English.

This was a library investigation to determine the contrasts expressed by directive and student-centered writers. Their differences in judgment regarding the proper approaches were aligned in lists of contrasting descriptive indicators in order to demonstrate more clearly which approach offered the most educational benefits to students.

RESULTS. The descriptive indicators demonstrated that student-centered teaching is more beneficial to the student than directive teaching because it attempts to teach the total person in all of his complex aspects, instead of teaching ject matter to develop the intellect alone. From the resu four main conclusions were drawn:

1. The schools of the 1980's will probably be more student-centered than they have been in the past.
2. The students will probably enjoy wider learning opportunities without teacher direction than ever before.
3. Independent study, individualized instruction, peer teaching, career education will probably be common in the schools of the 1980's.
4. Humane treatment of students as respected persons will probably be required by school systems.

THE EFFECTS OF ORIGINAL SYSTEMATIC STUDY WORKSHEETS, READING LEVEL AND SEX ON THE SPELLING ACHIEVEMENT OF SIXTH GRADE STUDENTS Order No. 7912191

MCPEAKE, Joyce Guinta, Ed.D. Boston University School of Education, 1979. 141pp. Major Professor: Thomas E. Culliton

Purpose

The purpose of this study was to investigate the effects of (1) an original systematic study worksheet, (2) different levels of reading ability and (3) sex on the spelling performances of sixth grade students.

Procedure

The study used six sixth grade reading classes. A total of 129 students in two elementary schools in Scituate, Massachusetts participated in the study.

Intact classes of low, average and high reading levels were randomly assigned either to the experimental group which used an original self-instructional systematic study worksheet, or to the control group.

All variables in the study were controlled except the systematic study worksheets. The study, conducted over a twelve week period, included twenty minutes each day for spelling study.

The original systematic study worksheets, in a self-instructional programmed format, were designed to supplement a language based spelling program.

The spelling performances measured in the study were (1) general spelling achievement, (2) ability to transfer learning of spelling, and (3) ability to learn specific words.

Tests for general spelling ability were Forms A and B of the spelling section of the Stanford Achievement Test which were administered before and after the study. Informal transfer of learning tests were given every three weeks to test both studied and unstudied words of equal difficulty. The pre- and post-tests contained in the spelling textbook were the measures for the specific words studied in the weekly lessons.

To study the effects of the variables on general spelling achievement, an analysis of covariance was used on the mean scores of the standardized test.

An analysis of variance and repeated measures were used on the mean scores of the transfer of learning tests and on the pre- and post-tests in the weekly lessons. Duncan Range Tests were also used in some cases to determine which scores among multiple comparisons were significant.

Results

1. The interaction effects of the systematic study worksheets, reading level and sex were significantly related to general spelling achievement.
2. The main effects of sex, reading level and time; and the interaction effects of sex, reading level and time significantly affected transfer of learning ability.
3. The main effects of sex, reading level and time; and the interaction effects of the study method with the other variables all had significant effects on learning the specific words in the twelve lessons.

Conclusions

The following conclusions were drawn:

The original systematic study worksheets seemed to improve (1) general spelling achievement of all group combinations except boys in the low reading groups and (2) ability to learn specific spelling words of all group combinations.

The twelve week use of the study worksheets did not seem to cause transfer of spelling learning to unstudied words.

Girls scored significantly higher than boys on all measures of spelling performance.

Reading level was significantly related to spelling ability. High level readers had the highest scores. Next in rank order were the average readers followed by the low readers.

Twenty minutes study time for spelling each day seems beneficial for spelling improvement.

CHILDREN'S USE OF PHONETIC, GRAPHEMIC, AND MORPHOPHONEMIC CUES IN A SPELLING TASK
Order No. 7907220

MARINO, Jacqueline L., Ed.D. State University of New York at Albany, 1978. 125pp.

This study explored the relationship between children's use of three kinds of linguistic information in spelling, grade in school, and grouping by reading and spelling ability. One hundred eighty subjects in Grades 2, 3 and 4 were assigned to one of three groups defined as good reader/good speller, good reader/poor speller, or poor reader/poor speller, according to reading and spelling scores on two standardized achievement tests. Subjects were presented with 45 spelling words, selected to elicit knowledge of phonetic, graphemic, and morphophonemic structures, and controlled for frequency in the written language, word length, and location of the target judgment.

The result was two 3x3 (grade by linguistic level and group by linguistic level) factorial designs with repeated measures on the dimension of linguistic level. Fifty-two subjects were randomly selected from each grade and their mean target error scores analyzed by a repeated measures ANOVA for the main effects due to grade and linguistic level and the grade by linguistic level interaction. Twenty-two subjects from each group, evenly distributed by grade, were randomly selected for a repeated measures ANOVA for the main effects due to group and the group by linguistic level interaction. To clarify some equivocal results, a second study was undertaken, using 30 fifth graders and a modification of the original spelling test.

Results revealed significant differences between linguistic levels, supporting the prediction that the phonetic, graphemic, and morphophonemic cue systems do constitute meaningful levels of processing for young spellers. Predictions regarding developmental differences across grades were partially upheld, with significant differences appearing for Grades 2 and 3, and 2 and 4, but not for Grades 3 and 4. The phonetic level was seen to remain salient to some children as late as the fourth grade, and it was observed that those children who utilized this level of processing did so consistently. Neither grade nor group effects were found for the graphemic level, and some evidence was presented to suggest that that level, as defined by Venezky (1970), may be in need of further refinement. Of the three cue systems, the morphophonemic level appears to be the least accessible to spellers, and there was some indication that morphophonemic understanding may have a greater relationship to reading achievement than to spelling achievement.

The findings support the assumption that spelling errors, like oral reading errors, are viable clues to children's learning strategies. The results also suggest that further research in spelling must consider the existence of the phonetic, graphemic, and morphophonemic levels of processing.

A DESCRIPTIVE SURVEY OF SECONDARY ENGLISH TEACHERS' ATTITUDES TOWARD LANGUAGE NORMS AND VARIATION
Order No. 7908185

MOORE, Mary Louise Eddy, Ph.D. The Ohio State University, 1978. 222pp. Adviser: Professor Frank J. Zidonis

The purpose of this study was to develop a survey instrument that would describe secondary English teacher's normative attitudes toward language variation. The development of the survey instrument was motivated by the abundance of speculation about, but the lack of factual knowledge of teachers' attitudes toward language norms in general and toward certain sorts of language variety. The increasing interest in language attitudes among English educators and researchers has also made this study of particular importance.

Items for a Likert-type instrument were developed using a series of teacher interviews and a review of the literature. The survey instrument measures teacher attitudes toward standard English, formal and informal language, the emphasis on form or function in English instruction and language change. Each of the four content areas were thought of as different, although possibly overlapping, dimensions of meaning. Their dimensionality was established by submitting them to a panel of experts in language learning and to a statistical item analysis of a pretest version of the survey completed by 124 teachers. The panel of experts rated items for relevancy while the statistical analysis was used to identify irrelevant items as well as ambiguous items. The final survey version contained forty items that were used to describe the attitudes of the final research population: the 175 secondary English teachers in Columbus, Ohio, public schools, 70% of whom responded to the survey.

The description provided by this study goes a long way to discourage most categorical generalizations about secondary English teachers' language attitudes. The study revealed that these attitudes varied across the population surveyed and from area to area. None of these strawmen, which one encounters in the literature, was found to exist for the teachers as a group:

- –the presumption of a single common and uniform language which ignores the fact and implication of differences within it
- –a commitment to an exaggerated pure or correct standard English
- –a vision of nonstandard forms as impossibly gross or barbarous
- –a lopsided interest in formal speech; that is, a preoccupation with the formal aspects of language to the exclusion of its incidental aspects
- –a fear that language is being corrupted by widespread abuse

Although these findings were true for the group of teachers surveyed, large minorities were found to hold more extreme positions. In other words, some individuals do tend to view English as having a single, monolithic structure, to emphasize correct language form and formal styles, to find nonstandard dialects problematical and to be concerned with the general decline of the language. Other individuals showed attitudes that characterize the "liberal" extreme; they tended to view English as having several standards against which language could be judged, to recognize the importance of a skillful mastery of informal language and a broad communicative competence as goals for English instruction and to view diachronic language change as natural and healthy.

In addition to describing teacher attitudes in terms of the four content areas, these demographic and professional variables were explored in order to see if they might explain some differences in teacher attitudes: age, sex, years teaching, nature of current English assignment, undergraduate major, amount of education and special training in language. There were no significant differences found in the language attitudes of teachers at the different levels of these variables. Finally, the degree to which the four dimensions overlapped was explored. A high correlation was found between the subjects' responses in one content area and their responses in the other. A factor analysis of the items bore out this similarity.

THE RELATIONSHIP BETWEEN THE READING ABILITY LEVELS OF FRESHMAN COLLEGE STUDENTS AND THE READABILITY LEVELS OF REQUIRED ENGLISH TEXTBOOKS
Order No. 7909668

MORRISON, Lura Gene, Ph.D. East Texas State University, 1978. 263pp. Adviser: Dr. James B. Wilson

Purpose of the study: The major purpose of this study was to determine whether the reading levels of freshman college students, as measured by the Cooperative English Tests, Form 1A, are above, at, or below the readability levels of required English textbooks, as measured by the Dale-Chall Readability Formula.

Procedure: The data for the purposes of this study were obtained from the reading comprehension form of the Cooperative English Tests, Form 1A, administered to 222 freshman college subjects prior to the Fall Semester, 1977. The Dale-Chall Readability Formula was applied to five most frequently used textbooks in freshman English 101, "Problems of Communication," in order to assess the difficulty levels of the required textbooks. The rate of success or failure in freshman English 101 was determined by the final grades received in the course. The data were then prepared and processed by the Computer Center at East Texas State University. Percentage and cumulative frequency charts described the results of the data. Frequency charts and percentages were employed to determine the percentage of freshman college subjects reading above, at, or below the readability levels of the assigned English textbooks. Percentages were also calculated to determine those subjects reading above, at, or below the readability levels of the textbooks according to the sex, age, and grade-point averages of the subjects. Finally, percentages were computed to determine those subjects reading above, at, or below the readability levels of their textbooks according to grades earned in freshman English 101, "Problems of Communication."

Findings: Four Research Questions were formulated for this investigation which asked what percentage of freshman college students, as measured by the Cooperative English Tests, Form 1A, read above, at, or below the readability levels of required English textbooks, as measured by the Dale-Chall Readability Formula, when subjects are compared according to sex, age, grade-point average, and success or failure in freshman English 101. The five textbooks analyzed for this investigation included a composition and exposition textbook. Similarly, a prose text and two texts of readings were analyzed for readability by the Dale-Chall Readability Formula. The five required English textbooks rated in readability from the fifth- to twelfth-grade levels. No text analyzed rated in readability above the twelfth-grade level. In comparing the reading ability levels of the subjects according to sex, age, grade-point average, and success or failure in English 101, the data revealed that over half of the subjects in all categories analyzed read at or above the readability levels of their required English textbooks. However, of those subjects who withdrew from the course entirely, no subject was found to be reading above the readability levels of his composition and exposition textbooks.

Conclusions: Some of the conclusions based upon the findings of this investigation are as follows:

1. The reading ability levels of the female and male freshman college subjects were comparable to the readability levels of their assigned English textbooks. A majority of the freshman college students was reading at or above the readability levels of their textbooks.

2. A majority of the freshman college subjects in all grade-point average categories was reading at or above the readability levels of their assigned English textbooks.

3. The greatest percentage of freshman college subjects reading at or above the readability levels of their assigned textbooks was maintaining a grade-point average of 2.01–3.00.

4. A majority of the subjects in all categories of grades earned in freshman English 101, "Problems of Communication," read at or above the readability levels of the assigned textbooks. However, there was a tendency for subjects having higher reading ability levels to also have higher grades in English 101.

THE EFFECT OF THE FEEDBACK JOURNAL ON THE SELF CONCEPT AND CREATIVITY OF NINTH GRADE STUDENTS

Order No. 7911394

MOSBACH, Marie Schaefer, Ph.D. The University of Connecticut, 1978. 170pp.

A classroom treatment program, described as the Feedback Journal, was given to the researcher's ninth grade English classes. The nine control groups, taught by other teachers, used traditional procedures of English instruction.

The feedback techniques of the structure journal exercises have been developed from the psychological studies of Ira Progoff on the lives of creative people. The intensive inner feedback process of these private journal exercises is designed to enhance creative self actualization. They are extended in the classroom treatment program by the interpersonal feedback of writing workshop groups. The effect of the intensive feedback treatment on the movement toward greater self actualization and creativity was investigated. The interactive effects of Sex and IQ Categories (High and Low range) were also analyzed.

Over a four month period the self concept and creativity levels of both treatment and control groups were measured by pre-tests and post-tests. The instruments used were the Tennessee Self Concept Scale (William Fitts) to measure self actualization, and the Sounds and Images test (Paul Torrance and Bert Cunnington) to measure creativity.

The main and interactive effects of the independent variables (Treatment, IQ Categories, and Sex) on the dependent variables (Self Concept and Creativity) were computed in separate analyses of variance. The Data Text repeated measure design was used. The initial differences in the randomly assigned groups (determined by F tests) were compensated for by the final adjustments of the analysis of covariance techniques.

The results showed that the Feedback Journal treatment did influence the ninth grade students' abilities. It had a strong and highly significant effect ($p < .001$) on the imagery mode of creative thought. It had a slightly greater influence upon High IQ girls.

For certain categories of students (High IQ girls and Low IQ boys) there was also some significant movement toward greater self actualization. The combined interaction of Treatment, IQ Categories and Sex was significant ($p < .05$). The positive findings of the Feedback Journal's influence on the Windsor ninth grade sample population indicates that further investigations of the treatment with different school populations are in order.

THE EFFECTS OF MODELING AND STRUCTURED ROLE-PLAYING ON THE LISTENING SKILLS OF COLLEGE STUDENTS

Order No. 7903878

PALLIKKATHAYIL, Joseph Nicholas, Ed.D. University of Cincinnati, 1978. 143pp.

The purpose of this study was to investigate the possibility of improving listening skills of college students through training by means of the techniques of modeling and structured role-playing. For the purpose of this study the following materials were created: (a) a video tape of a lecture presentation on listening skills (30 minutes), (b) a video tape of three models demonstrating appropriate listening skills (20 minutes), (c) a video tape of a presentation on case management in counseling (this was used as an activity unrelated to listening in no-modeling groups), (d) three situations for role-playing listening skills, (e) a check list for structuring observation and feedback during role-playing on listening skills, (f) three situations for role-playing on case management in counseling (these were employed as an unrelated activity in the unstructured "role-playing" group).

The subjects in this study were twenty volunteer undergraduate students enrolled in the College of Community Services, University of Cincinnati, during the 1976–77 academic year. They were randomly divided into four groups, and treatments were given in separate rooms. All groups viewed a video tape of a lecture presentation on listening skills for the first 30 minutes. Then groups I and III viewed a video tape of three models demonstrating appropriate listening skills, and groups II and IV viewed a video tape on case management in counseling (both tapes were 20 minutes in length). For the next 45 minutes, groups I and II role-played three listening skills situations and groups III and IV role-played three situations on case management. The groups which role-played listening skills situations used a check list to structure their observations and feedback.

The effects of the various treatments were measured on three dependent variables: the Emotional Identification Check List (developed for this study) consisting of a list of thirty emotions which might or might not apply to each of six stimulus vignettes shown on film; the Factual Questionnaire (also developed for this study) consisting of five content questions on each of the six stimulus vignettes; and the Empathy Response Rating Scale (adapted from the film "counseling Skills Evaluation") consisting of the difference between the subjects' empathy rating and that of standard ratings on five possible empathy responses to each of the film-vignettes.

The hypothesis tested was that the subjects in the group which received both modeling and structured role-playing on listening skills would do better on all the dependent variables than the subjects in other groups. A multivariate analysis of variance was employed on the data. The major findings are: (a) Modeling improved listening skills significantly as indicated by the Empathy Response Rating Scale scores; (b) The structured role-playing did not improve listening skills on any of the dependent variables; and (c) There was an interaction between the modeling and the structured role-playing on one of the dependent variables, the Factual Questionnaire.

EDUCATIONAL COGNITIVE STYLE OF HIGH AND LOW ACHIEVERS IN GENERAL STUDIES ENGLISH

Order No. 7818979

PATTERSON, Elizabeth Kathryn, Ph.D. University of Southern Mississippi, 1978. 141pp.

The purpose of this study was to determine the relationship of General Studies English 1113 students' educational cognitive style and a fundamentals of grammar and language usage test. General Studies English classes are designed for those students who may have difficulty with the regular curriculum due to poor preparation or length of time away from a school environment. The relationship of students' personal characteristics and their educational cognitive style maps was also studied. Prior research was studied concerning educational cognitive style and individualizing junior college English instruction.

During summer orientation, 1976, at the Mississippi Gulf Coast Junior College, Jackson County Campus, Gautier, Mississippi, the educational cognitive style maps of 451 entering freshmen were determined by means of the Interest Inventory for Cognitive Style Maps developed by Joseph E. Hill and others at Oakland Community College, Bloomfield Hills, Michigan. During the 1976 fall semester, 142 General Studies English 1113 students were pretested for knowledge of the fundamentals of grammar and language usage through use of a diagnostic test developed by Educulture, Inc. The pretest was used as a posttest for 81 students. Multiple regression techniques were used to determine relationships between the pretest and posttest and students' educational cognitive style map. Collective educational cognitive style maps were determined for General Studies English 1113 students and for the students who did not enroll in General Studies English 1113. A collective map was also developed for the material used for instruction.

With the pretest, there were significant relationships with most of the theoretical, qualitative, cultural determinants and modalities of inference elements. There was not a significant relationship between the posttest scores and students' educational cognitive style. General Studies English 1113 students had a distinctive collective educational cognitive style map from the collective map of students not enrolled in General Studies English 1113. The map of the media material and the collective map of the General Studies English 1113 students had a very low degree of match as determined by Joseph E. Hill's methods. Certain elements were significant for the age, sex, race, and marital status of the General Studies English 1113 students.

Elements that appeared significant for the pretest could be used to determine the methods and materials used for instruction. That the educational cognitive style maps of the General Studies English 1113 students did not match the material used for instruction may explain why there was no significance found between the posttest and students' educational cognitive style. Because of the sample size, it would be difficult to draw educational cognitive style map based on personal characteristics.

Recommendations for future research included studying further the relationships of students' personal characteristics and their educational cognitive style maps as well as the relationships of student educational cognitive style and different methods and material. Future studies should also focus on the other educational sciences.

THE STATUS OF ENGLISH TEACHING IN LOUISIANA PUBLIC SECONDARY SCHOOLS

Order No. 7815635

POIRRIER, Karen Bernadette Petit, Ed.D The Louisiana State University and Agricultural and Mechanical College, 1978. 362pp. Supervisor: Professor Fred M. Smith

This study sought to describe the status of English teaching in Louisiana public secondary schools. Specific questions to be answered were: 1. Have English teachers pursued formal studies in English revisions? 2. Have revisions in English been incorporated in Louisiana public secondary schools? a. Were English teachers employing revised knowledge in the classroom? b. Were English teachers employing revised methodology in the classroom? c. Were English teachers utilizing teaching machines, programmed texts, team teaching, and other innovations in the classroom?

This study was limited to the status of English teaching in grades 9 through 12 of Louisiana public secondary schools for the 1974–75 school year.

Data were obtained from a questionnaire compiled from a study of professional literature published from 1952 to 1973. These data were validated by the State Supervisor of English and Language Arts and by six Louisiana college or university English department chairmen. The questionnaire consisted of questions on professional training, curriculum, and innovations. Questionnaires were issued to 2,135 ninth, tenth, eleventh, and twelfth grade teachers who taught one or more English courses in 443 public secondary schools organized on a 9 through 12 or a 10 through 12 grade basis published in the Louisiana State Department of Education 1974–75 School Directory, Bulletin No. 1231. Data were collected from 1,552 questionnaires received from 60 public school systems: 488 questionnaires from 302 schools with an enrollment of less than 500 students; 415 questionnaires from 62 schools with an enrollment of 500 to 1,000 students, and 649 questionnaires from 79 schools with an enrollment of more than 1,000 students.

More than 50 percent of the Louisiana public secondary teachers who participated in this study had engaged in inservice education; had completed courses in English revisions; had integrated literature, composition, and language instruction; had allotted more time to literature teaching than to composition and language teaching; had been provided with a printed curriculum guide which included subject matter recommendations for literature, composition, and language teaching; had been hindered by a lack of financial assistance to implement changes in English programs; had expected changes in English programs in the schools in which they taught within the next three years; had incorporated traditional knowledge in literature and composition teaching; had employed traditional methodology in literature and composition teaching; had incorporated revised knowledge and had employed revised methodology in language teaching; and had employed teaching aids.

More than 50 percent of the Louisiana public secondary teachers who participated in this study reported that the schools in which they taught had employed innovative patterns; innovative techniques; variations in the use of staff; and variations in grouping in English departments.

Less than 50 percent of the Louisiana secondary English teachers who participated in this study had incorporated concepts learned from courses stressing revisions; had made use of comprehensive final examinations to measure students' progress toward the objectives of the program; and had taught a class primarily from programmed materials.

Less than 50 percent of the Louisiana public secondary school teachers who participated in this study reported that the schools in which they taught had employed variations in scheduling and use of time, clerical assistants, lay readers, and television teaching in English departments; had combined English curriculums with other school curriculums; and had offered specialized electives which could be employed to satisfy graduation requirements in English.

It is recommended that English teachers keep abreast of revisions in English programs to have a repertoire from which to draw to meet the challenges inherent in teaching students from multi-ethnic, socio-economic backgrounds.

A STUDY OF THE USE OF ELECTRONIC MEDIA BY SECONDARY LANGUAGE ARTS TEACHERS IN THE DENVER METROPOLITAN AREA Order No. 7904227

ROBERTS, Arlie Jane. Ed.D. University of Kansas, 1979. 343pp.

1. Statement of the Problem. The communications revolution requires us to possess different types of literacy skills so that we might deal intelligently with our media-saturated environment. Traditionally, language arts teachers have been charged with the responsibility of teaching students to be effective message senders and receivers. Research in media use should logically begin with them as they should be the ones utilizing the many media forms to instruct students in communication options. This investigation is a descriptive research study of the use of electronic media by secondary language arts teachers in the public schools in the Denver Metropolitan Area. The study was made more specifically (1) to examine the current attitudes of these teachers toward electronic media, (2) to ascertain the media usage patterns of them and their students, (3) to discover distinguishing characteristics of users and non-users, and (4) to determine whether a need exists for more extensive training in certain aspects of media for these language arts teachers.

2. Procedure. To determine the current status of electronic media use by secondary language arts teachers in the Denver Metropolitan Area, a questionnaire was sent to all language arts teachers in each of fifteen schools, five high schools and ten junior high/middle schools, selected at random. The sample included 83 high school teachers and 103 junior high/middle school teachers; 111 of these teachers responded.

3. Findings. Seventy percent of the language arts teachers surveyed felt the use of electronic media was important in the language arts classroom. The majority of the respondents felt that the most important purpose electronic media could serve in their classrooms was to provide learning alternatives for students.

Three out of four of those responding used electronic media as a secondary teaching source. Reasons attributed to media disuse were a lack of available materials, a lack of materials relevant to what was being covered in class, and a lack of time available to prepare for using the media. Teachers who utilized electronic media to a greater degree tended to be younger females with less than 10 years' experience.

Although most equipment was available, the most frequently used equipment by respondents included 16mm and filmstrip projectors, cassette tape recorders, and record players. Students of 31.4 percent of the responding teachers used hardware in projects; most frequently used were filmstrip and slide projectors, cassette and videotape recorders, and record players. Most of the software used by respondents was produced by other sources while a greater percentage of software used in student projects was produced by the students themselves.

Approximately 80 percent of the respondents said more university classes and district inservice seminars should be offered in media use and in media production. Slightly over half of those responding indicated a desire to take such classes; 83.6 percent said they would be likely to attend district seminars.

4. Conclusions. (1) Secondary language arts teachers in the Denver Metropolitan Area feel it is important to use electronic media in the classroom. (2) These language arts teachers continue to use electronic media more often as a supplementary teaching source rather than letting the media present a concept for study. Although teachers feel electronic media use is important, they do not use the media with much frequency. (3) Equipment which is easier to use, and for which more software produced through outside sources is available, is more frequently used by language arts teachers. (4) Students who use electronic media in projects, though infrequently, tend to produce their own software. Apparently its production becomes part of the learning experience. (5) A definite need exists for more university classes and district inservice seminars in electronic media. These teachers would be more likely to attend inservice seminars.

THE EFFECT OF VISUAL IMAGERY ON THE SPELLING PERFORMANCE OF COLLEGE STUDENTS Order No. 7908478

SAYLOR, Paul, Ph.D. The Catholic University of America, 1979. 99pp.

Poor spelling by college students is a recognized and persistent problem. Although it is sometimes viewed lightly, students know that poor spelling is unacceptable in the academic, business, and professional worlds. For this reason, students with spelling deficiencies feel insecure, shirk or avoid written work, and often produce tortuously contrived compositions in an effort to write around their problem. Recent spelling performance models suggest that memory processes are a key element in accurate spelling, particularly of words which cannot be spelled by simple orthographic rules. Research in cognitive psychology indicates that visual imagery is a major factor in memory processes and that increasing visual imagery facilitates learning, retention, and recall. This study tested the application of those theories to the remediation of spelling deficiencies of college students, and also investigated whether training in visual imagery would produce differences in imagery ability.

Approximately 150 community college students were group-tested on the Revised Minnesota Paper Form Board (RMPFB) to measure pre-instruction imagery ability. They were then divided into high and low imagery ability groups, randomly assigned within these groups to three instructional treatments (high, moderate, or zero level of visual imagery), and given a two-week sequential experimental program in the daily format of pre-test/study/post-test on ten words each day, for a total of 100 words. In the first week, the students studied the words via self-instructional booklets which used experimenter-provided imagery of high, moderate, or zero level. In the second week, the booklets contained instructions designed to facilitate student self-generated imagery of high, moderate, or zero levels. Post-tests measured immediate spelling performance, and also short-term and long-term retention at four and eight-week intervals. After the last post-test, post-instruction imagery ability was measured by the alternate form of the RMPFB.

The spelling performance analysis was a 3x2 factorial design with treatments and imagery ability as the independent variables and post-test scores as the dependent variables. There were no significant differences among the treatment groups, and no significant interactions. This was true across all time intervals. A second analysis was also made, limited to those words for which there was evidence that the treatment procedures had actually been applied by the students, i.e., instructions to provide imagery had been followed, with treatments as the independent variable and word scores based on

retention factors as the dependent variable. Under these procedures, experimenter-provided high visual imagery was superior to the moderate visual imagery treatment, but there were no significant differences among treatments in the student-generated imagery segment. In a subsidiary analysis made of groups of familiar and unfamiliar words, using treatments and levels of familiarity as independent variables and word scores as the dependent variable, there were no significant differences among treatments and no interaction.

The investigation of post-instruction imagery ability used treatments and imagery ability levels as the independent variables, post-instruction RMPFB scores as the dependent variable, and pre-instruction RMPFB scores as a covariate. There were no significant differences among treatments, but there was a significant interaction between imagery ability levels and treatments. Plots of both unadjusted and adjusted means indicated that the effects were greatest for the moderate visual imagery treatment in the low imagery ability group.

The results of this study suggest that experimenter-provided high concrete visual imagery can be used to improve spelling performance and that imagery ability may be improved by training, but that the latter may be more likely for those who enter the training with a low level of ability. The results appear to support previous evidence of the importance of visual imagery in tasks involving learning, retention, and recall, although further research is needed. The experimenter-provided high imagery method seems to be the most promising area for such research.

THE STUDY OF THE DIFFERENCES AND PERCEPTIONS OF LAY CITIZENS, STUDENTS AND EDUCATORS WITH RESPECT TO THE IMPORTANCE OF THE CURRICULAR AREAS OF LANGUAGE ARTS AND FOREIGN LANGUAGES

Order No. 7823011

SLOCUM, Harriett Alfreda, Ph.D. The University of Michigan, 1978. 258pp. Chairman: Curtis VanVoorhees

PURPOSE

The purpose of this study was to examine the relative importance of language arts and foreign languages which constitute the local expectations for an adequate education in language arts and foreign languages. Of particular concern were the differences and perceptions of lay citizens, students and educators with respect to the importance of these curriculum areas in the State of Michigan.

METHODOLOGY

Michigan's State Laws regarding language arts and foreign language have encountered problems in the development of the curriculum, such as what to teach, what methods are best and how much time should be devoted to individualized instruction. Forty-nine Michigan school districts from ten regions and eight different size categories were purposefully chosen for inclusion in this study. Questionnaires were mailed to 40 randomly selected lay citizens, 20 junior and senior students and 20 educators in each community. The respondents were asked to indicate the relative importance of each curricular area on a seven-point scale (1 = not at all important, 4 = of average importance, and 7 = very important). Analysis of variance was used to test for significance.

Foreign languages were found to be much less important to most groups than the English related areas. The scores by language and for foreign language in general were: (1) Foreign Language 4.74, (2) Spanish 4.49, (3) French 4.44, (4) German 4.16, (5) Latin 3.85, (6) Russian 3.61, (7) Italian 3.35, and (8) Chinese 3.29. English related areas were much more important, although the students tended to rate them below others. The importance ratings for the English areas were: (1) General English 6.04, (2) Remedial Reading 5.81, (3) Remedial English 5.81, (4) Spelling 5.70, (5) Communications 5.29, (6) Penmanship 5.21, and (7) Literature 5.01.

It was hypothesized that communities probably see little practical use for Foreign Language but English was viewed as vital, especially by the middle aged group. Latin has obviously lost much of its significance to many and the Romance Languages have greater support than the scientific (e.g., German) or Oriental.

A STUDY OF ELEMENTARY SCHOOL TEACHER ATTITUDES TOWARD A NEW PROGRAM IN LANGUAGE IN BALTIMORE COUNTY, MARYLAND

Order No. 7908505

SUNDAY, Christy, Ed.D. The George Washington University, 1978. 124pp. Chairperson: Robert Edward Baker

The purpose of the study was to determine the perceptions of elementary school teachers of grades three and six in the public schools of Baltimore County, Maryland, of the new language program which was implemented county-wide in 1971, and to ascertain how secure they felt about its implementation.

A Likert-type attitude scale was developed. The survey instrument was divided into two sections. Section I contained nine items of a general nature regarding the new language program. Section II contained 20 items which dealt with specific concepts of the new language program. The survey instrument was distributed through the school inter-mail system to a random sample of 150 elementary teachers in the Baltimore County public school system, 77 in grade three, and 73 in grade six. The return was 98.7 per cent. All data from the teacher's responses were hand tabulated.

All findings are based on the combined mean score for Section I and Section II for each group under consideration. The findings indicate the following:

1. The attitudes of all groups of teachers were favorable toward the new program.
2. Teachers 40 to 49 years old had more favorable attitudes toward the new program than teachers in the other age groups in both Sections I and II.
3. Female teachers had more favorable attitudes than male teachers in Section I. Male teachers had more favorable attitudes in Section II.
4. Grade three teachers had more favorable attitudes in Section I than grade six teachers.
5. Grade six teachers had more favorable attitudes in Section II than grade three teachers.
6. Teachers with 11 to 15 years of teaching experience had more favorable attitudes toward the new language program in Section I. Teachers with over 15 years teaching experience had more favorable attitudes in Section II.
7. Teachers with previous training for teaching this program through an in-service course, a workshop, and as a pilot project had more favorable attitudes toward the new program of language than the others in this group in Section I.
8. Teachers with previous training for teaching this program through an in-service course and a workshop had more favorable attitudes than the other in this group in Section II.

The study concludes that teachers in the Baltimore County public elementary schools see that system's newly implemented language programs as an effective organization for teaching in this instructional area and as relevant to their language instruction. Demographic characteristics of teachers and previous teaching experience are not related to any great differences in perceptions concerning effectiveness of the program or relevance of its concepts. There is some evidence that previous training for the program may produce more favorable attitudes. Combinations of different training experiences seem to be more effective than a single type of experience.

EFFECTS OF TWO TYPES OF INDIVIDUALIZED INSTRUCTION ON LANGUAGE ARTS ACHIEVEMENT OF NINTH GRADE STUDENTS WITH VARYING SELF CONCEPTS

Order No. 7903938

SWANSON, Walter Lee, Ed.D. University of Missouri – Columbia, 1978. 132pp. Supervisor: Richard V. Hatley

Purpose

The purpose of this study was to provide additional knowledge about learning environments modified for the benefit of the learner. The study sought to answer the following questions: (1) Do students who work with programmed instructional materials in small groups with individualized peer instruction show greater achievement than students who work with programmed instructional materials as individuals? (2) Do students with varying self-concept scores who use programmed instructional materials attain different levels of achievement? (3) Is there an interaction between method of instruction, i.e., individual and individualized group instruction, and self-concept scores?

Procedures

The sample for the study was the 304 freshman language arts students with varying self-concept levels attending the Liberty Junior High School. The students were enrolled in six classes taught by a team of two teachers. The 304 students were divided into two treatment groups. The treatment groups differed because the method of instruction differed. In the method one group students were grouped to work with peers on programmed instructional materials with the teacher instructing the sub-group when individual learning needs were not satisfied. In the method two group students worked with programmed instructional materials receiving instruction from the teacher on a one-to-one basis.

The Kuder-Richardson Formula 20 was used to determine the reliability of the Follett Individualized English Set J Diagnostic Test and Mastery Test which were used to measure student achievement gains. The Tennessee Self Concept Scale was employed to determine student self-concept scores. Self-concept scores were categorized into 0–24%, 25–49%, 50–74%, and 75–99% quartile groups for the purpose of analysis. The statistical design involved a multivariate analysis of variance model for overall differences with a univariate analysis of variance applied to separate variables when the overall multivariate analysis of variance test rejected a null hypothesis at the .05 level of significance.

Conclusions

1. Method of instruction did not affect student achievement in grammar and usage, sentence structure, punctuation, and the mechanics of language.

2. Student self-concept scores did not affect achievement in grammar and usage, sentence structure, punctuation, and the mechanics of language.

3. Method of instruction did affect student achievement as student self-concept scores varied. Students with self-concept scores in the 0–24% quartile group achieved positive gain scores in punctuation when they studied using programmed instructional materials in small groups with individualized peer instruction. Students with self-concept scores in the 25–49% quartile group achieved positive gain scores in punctuation when they studied using programmed instructional materials as individuals. Students with self-concept scores in the 50–74% quartile group achieved positive gain scores in punctuation when they studied using programmed instructional materials in small groups with individualized peer instruction. Students with self-concept scores in the 75–99% quartile group achieved positive gain scores in punctuation when they studied using programmed instructional materials as individuals.

THE INFLUENCE OF EXPERIMENTER'S PREDICTION OF SUBJECT'S RETENTION OF FACTUAL MATERIAL AT VARIOUS SPEECH COMPRESSION RATES

Order No. 7909672

THOMAS, Robert Payne, Ed.D. East Texas State University, 1978. 113pp. Adviser: Robert Titus

Purpose of the Study: The experimenter-subject interaction may influence the results of an experiment. This study was designed to examine to what extent, if any, the experimenter's prediction of the subject's outcome (listener expectancy) influenced the subject's retention of factual material presented at various speech compression rates. This interaction upon the subject's ability to gain information through hearing was examined through the use of compressed speech.

Procedure: One hundred twenty college students between the ages of eighteen and thirty were randomly divided into three groups--labeled high, low, and no expectancy--of forty subjects each. The forty subjects in each group were then randomly divided into four groups of ten subjects each to receive information at one of four different speech delivery rates. All subjects were screened for normal hearing and were given a Cognitive Style Map Q-Sort concerning the senses. Each subject heard a practice tape at a specific speech compression rate and was given a practice test. Each subject then heard the experimental tape and took the posttest. The high expectancy group was told that it had high listening ability and had done well on the practice test; the low expectancy group was told that it had low listening ability and had done poorly on the practice test; the no expectancy group was told nothing. The data were collected at the end of the experiment and treated by means of a two-way analysis of variance containing two independent variables, levels of expectancy and levels of speech compression. A three-by-four design was used with twelve cells, ten subjects per cell. A Scheffé's t-test was performed on the data to locate significant differences among the various groups. An analysis of covariance was performed comparing the individual test scores with the individual median scores derived from the Cognitive Style Map Q-Sort dealing with gaining knowledge through hearing the spoken word.

Findings: There was no statistically significant difference among the high, low, and no expectancy groups. However, those subjects who heard the passage at 150 words per minute (wpm) scored statistically significantly higher than those subjects who heard the passage at 375 wpm. Those subjects who heard the passage at 225 wpm also scored statistically significantly higher than those subjects who heard the passage at 375 wpm. Comparison of the ability to gain information through the sense of hearing and expectancy showed no statistically significant difference.

Conclusions: College students are not influenced by the experimenter's prediction of their performance on a posttest resulting from learning at various speech compression rates. The statistically significant difference among the speech compression rates was expected and was consistent with early research in the field of speech compression.

THE EFFECT OF INTERVENTION ON THE PARADIGMATIC SYNTAGMATIC LANGUAGE INVENTORY OF SEVENTH GRADE CHILDREN

Order No. 7903160

TUBB, Peggy Toops, Ph.D. The Louisiana State University and Agricultural and Mechanical College, 1977. 81pp. Supervisor: Professor Eric L. Thurston

Statement of the Problem

The purpose of the study was to determine whether significant differences in the scores of seventh grade students on The Oral P/S Language Inventory occurred as a result of a constrained paradigmatic teaching intervention. If such differences were evidenced, might they be attributed to sex or race? This study attempted to answer these questions.

Hypotheses Tested

The null hypotheses were stated as follows:

1. There were no significant differences in the number of paradigmatic responses following a constrained paradigmatic teaching intervention as measured by scores on The Oral P/S Language Inventory.
2. There were no significant differences in the number of paradigmatic responses for the group having had the constrained paradigmatic teaching intervention and the group having had a placebo treatment as an intervening variable as measured by the scores on The Oral P/S Language Inventory.
3. There were no significant differences in the number of responses that would be classified as paradigmatically opposite for the group that had received the constrained paradigmatic teaching intervention following the intervention as compared to the pretest of free association paradigmatic responses as measured by differences in scores on The Oral P/S Language Inventory.
4. There were no significant differences in scores as measured by The Oral P/S Language Inventory that would be attributed to differences in race.
5. There were no significant differences in scores as measured by The Oral P/S Language Inventory that would be attributed to differences in sex.

Procedure

Two hundred students were randomly drawn by yoked pairs from the seventh grade English classes of a small urban junior high school. Students were assigned to experimental or control group by alternate participation. The experimental group was administered the two forms of The Oral P/S Language Inventory as pretest and posttest. They were administered a list of words from the verbal opposites section of The Detroit Test of Learning Aptitudes with the direction to respond with an opposite word. The yoked control group took the same test forms but received no instruction as to response for the intervention. Responses were scored for opposites and for paradigmatic responses other than opposites and analyzed by group, by test form administered as pretest, by race, and by sex.

Findings

The null hypotheses were retained in all cases.

Conclusions

There were no significant differences in the frequency of opposite responses following a constrained teaching intervention for the experimental group; nor were there significant differences between the responses by the experimental groups. There were no differences in frequency of responses that were attributed to race or to sex. The only significance at the .05 level was increased frequency of opposite and paradigmatic responses for the black males in the control group on the posttest. These differences were disallowed since no directed intervention had been given. The researcher concluded that paradigmatic responding was not a short-term learned response pattern.

Recommendations

Additional research was needed to clarify: 1) whether paradigmatic responding was maturational or skills-based; 2) whether paradigmatic responding was positively related to reading, intelligence, race or sex; 3) whether new teaching teachniques would increase paradigmatic responding; 4) whether paradigmatic responding would be developed as a skill in certain individuals and not in others; 5) whether better measuring instruments would enable teachers to evaluate paradigmatic strengths and teach toward these strengths; and 6) whether more sophisticated instruments would be devised to measure paradigmatic strengths and weaknesses.

PEER TEACHING IN SPELLING: AN EXPERIMENTAL STUDY IN SELECTED SEVENTH-DAY ADVENTIST HIGH SCHOOLS
Order No. 7913326

WAGNER, John Henry, Ed.D. The University of Florida, 1978. 127pp. Chairman: Dr. C. Glen Hass

The purpose of this study was to compare the achievement of students in a peer teaching relationship with students assigned the same learning task but working under different learning conditions.

The study was designed to compare the accuracy of spelling selected biological terms achieved by ninth and tenth grade classes in selected Seventh-day Adventist high schools. Classes were compared which had: (a) studied spelling words outside of class time with no teacher supervision, (b) studied spelling words alone but under the supervision of the teacher during class time, and (c) studied spelling words in a peer teaching relationship during class time and under the supervision of a teacher.

The duration of the study was two weeks. Pre and post tests which consisted of five variant spellings for each of the randomly selected biological terms used were constructed and printed. Scores recorded and used in the analysis were percentage of answers correct. The mean score for each class was then computed and used as the unit of analysis.

Directionality of results was hypothesized and the hypotheses were tested using analysis of variance followed by t-tests. From these analyses of the data the following are presented as major findings:

1. Ninth and tenth grade students scored differently on a multiple choice pre test of 20 randomly selected biological terms.
2. Ninth and tenth grade students did not score differently on an average score of two multiple choice post tests over 20 randomly selected biological terms after one week of study on each list of terms.
3. Classrooms in which peer teaching relationships occurred scored slightly lower than classrooms in which students studied alone under the supervision of the teacher although both these groups of classrooms scored higher than the group of classrooms in which no class time was given to study of the spelling terms.
4. Sub-groups of tutors in classrooms utilizing peer teaching relationships did not score significantly differently than sub-groups of tutees.

A COMPARISON OF THE RELATIVE EFFECTIVENESS OF GRAPHIC, PHOTOGRAPHIC, AND NON-PICTORIAL TECHNIQUES IN TEACHING VOCABULARY WORDS TO THIRD AND FOURTH GRADERS Order No. 7911418

WARD, Andd, Ph.D. The University of Connecticut, 1978. 272pp.

The problem of how to teach vocabulary effectively is one which has been investigated by many researchers. With recent developments in instructional media and technology, more flexible approaches to vocabulary teaching can now be taken. The intent of this dissertation study is to determine the relative effectiveness of three techniques for the teaching of vocabulary words. The techniques are (a) graphic, (b) photographic, and (c) printed words alone (the non-pictorial approach).

The following null hypotheses were made:

Null hypothesis 1.0: There will be no significant difference at the .05 level in the mean achievement (number of words learned) of students taught by the three techniques of presenting vocabulary words.

Null hypothesis 2.0: There will be no significant difference at the .05 level in mean performance from the pretest to the sleeper test.

Null hypothesis 3.0: There will be no correlation at the .05 level between students' scores on the Wechsler Intelligence Scale for Children "Vocabulary" subtest and scores on the Stanford Achievement Test "Word Meaning" subtest.

Basic assumptions made by the researcher and supported by the literature include the following:

1. There is a high correlation between vocabulary and IQ.
2. Vocabulary is an integral part of reading skills.
3. Vocabulary study is most effective when done in a systematic, planned way.
4. The context clue approach is a useful method of word attack.
5. The use of picture context clues can result in more accurate and faster learning.

The methodology used in the study is based on the assumption that viewing new vocabulary words in print and hearing the words pronounced facilitates learning of the words. Ninety nouns, verbs, and adjectives that could be iconocized were selected from the Stanford Achievement Test "Word Meaning" subtest. Each treatment group viewed three slides for each of the 90 words presented. One slide contained the vocabulary word alone. A second contained the word and its dictionary definition. A third slide in each set contained the word used in a context sentence. One of the three treatment groups viewed graphic representations (line drawings) in addition to the words. Another treatment group viewed photographic representations in addition to the words.

While viewing the slides, third and fourth graders listened to cassette tapes of the words, dictionary definitions, and context clue sentences. At the end of each weekly lesson and reinforcement lesson, students worked on self-correcting worksheets (matching and sentence completion exercises).

Prior to the start of the 10-week experimental study, the Wechsler Intelligence Scale for Children "Vocabulary" subtest was administered individually to students. Extent of word recognition and retention was measured by the Stanford Achievement Test "Word Meaning" subtest, Intermediate I and II, Forms W and Y, administered as pretest, posttest, and sleeper test.

Results indicated that there was no significant difference at the .05 level in the mean achievement (defined as number of words learned) of students taught by the three techniques. There was no significant difference at the .05 level in mean performance from the posttest to the sleeper test.

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